DOCUMENT RESUME

ED 294 423 FL 017 151

AUTHOR	Hanchey, Stephen; Francis, Timothy P.
TITLE	Mauritanian Arabic. Communication and Culture Handbook. Peace Corps Language Handbook Series.
INSTITUTION	Experiment in International Living, Brattleboro, VT.
SPONS AGENCY	Peace Corps, Washington, D.C.
PUB DATE	79
NOTE	323p.
PUB TYPE	Guides - Classroom Use - Materials (For Learner) (051)
LANGUAGE	English; Arabic
EDRS PRICE	MF01/PC13 Plus Postage.
DESCRIPTORS	*Arabic; Behavioral Objectives; Conversational Language Courses; Cultural Education; Daily Living Skills; Developing Nations; Foreign Countries; Grammar; *Interpersonal Communication; Introductory Courses; Proverbs; *Regional Dialects; Second Language Instruction; Social Behavior; Uncommonly Taught Languages; Vocabulary; Voluntary Agencies
IDENTIFIERS	*Arabic (Mauritanian); Peace Corps

ABSTRACT

A set of instructional materials for Mauritanian Arabic is designed for Peace Corps volunteer language instruction and geared to the daily language needs of volunteers. It consists of introductory sections on language learning in general, the languages of Mauritania, pronunciation of the Hassaniya dialect, and the textbook itself, and 30 lessons on these topics: greetings and responses, continuing a conversation, personal information, Mauritanian geography, expressions and concepts of time, shopping, foods, jobs and occupations, language learning, idioms, making tea, descriptions of residence, places and landmarks, travel, the role of the volunteer in development, development vocabulary, daily activities, description, colors, hospitality and courtesy, Islam and religious vocabulary, describing the past, school, climate and seasons, the desert, health and body parts, the tailor, housing and furnishings, and agriculture. Proverbs, a list of language behavioral objectives, and an English-Hassaniya glossary are appended. (MSE)

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ARABIC

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Communication and Culture Handbook

by Stephen Hanchey and Timothy P. Francis

PEACE CORPS
LANGUAGE HANDBOOK SERIES

Developed by The Experiment in International Living
Brattleboro, Vermont
for ACTION/Peace Corps
1979

FL017151

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PEACE CORPS

LANGUAGE HANDBOOK SERIES

The series includes language materials in Belizean Creole, Gilbertese, Mauritanian Arabic, Setswana, Solomon Islands Pijin, and Tanzanian Swahili

These Mauritanian Arabic materials were developed under the auspices of the Foreign Language Office of The Experiment in International Living's School for International Training.

Project director and editor	Raymond C. Clark
Assistant director and editorial assistant	Arthur A. Burrows
Administrative assistant	Susan McBean

For further information, contact The Experiment Press, Brattleboro, Vermont 05301.

Much of the classic calligraphy used to decorate this book was taken from *The Muslim Mind* by Chris Waddy.

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1979

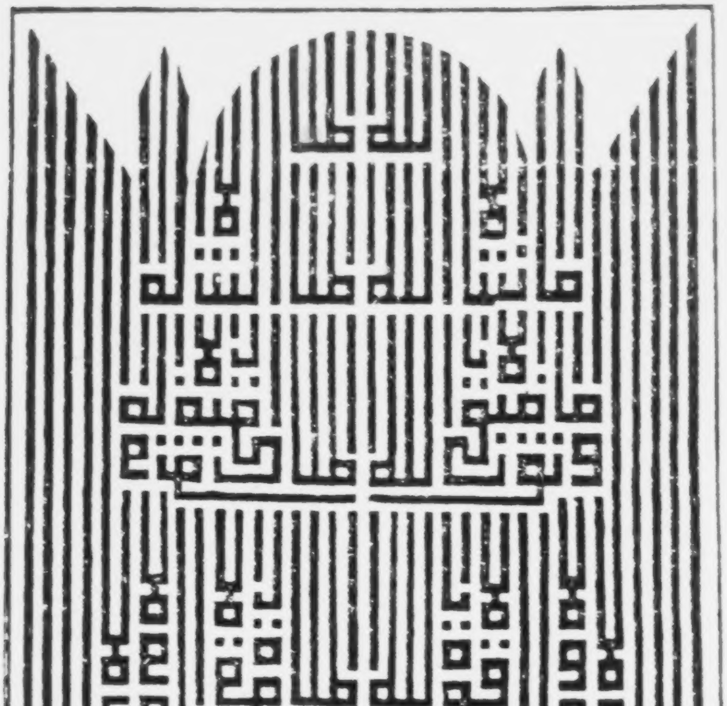
MAURITANIAN ARABIC
COMMUNICATION AND CULTURE HANDBOOK

Writers	Stephen Hanchey Timothy P. Francis
Artists	George Vasilatos, Pat Moran
Typists	George Vasilatos, Lisa Forrett
Field Tester and Assistant Writer	Peg Clement
Consultants	Lance Lindabury Mouldi Hadiji

Acknowledgements

The writers would like to extend their grateful appreciation to the dedicated volunteers and staff of Peace Corps Mauritania for their support and encouragement during the preparation of these materials. We would like to mention in particular Gerry Sternin and Carol Olsen of PC Mauritania, as well as Lee Jennings and Tanya George of PC/Washington, whose experience and help have again proved invaluable. The staff of the Regional Training Resource Center in Dakar including Lillian Baer, Gary Englebert and Boubacar Diallou helped facilitate our work.

Finally our warmest appreciation to Youssouf ould Abdel Jelil, Abdellahi ould Mohammed Lehbib, Abdellahi Kerim and other Mauritanian friends and colleagues in Nouakchott, Dakar, Rabat, and London who made their time available as hosts, translators, and consultants. Without their generosity and kindness, this work would have been impossible.



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Preface To The Learner

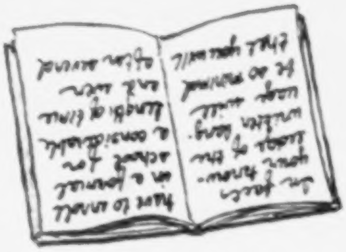
An Introduction to Language Learning

Congratulations to all of you who read this. First, congratulations for your acceptance into Peace Corps and second, congratulations for just performing a very complex act -- reading a language. Of course, the language is English and that hardly seems like such a major accomplishment; after all, practically everybody you know can do it. For most of us, using English is like breathing, an involuntary activity, or if we consider it a skill, a skill that has become so natural to us that we have taken for granted the fact that it represents the major intellectual achievement of our lifetimes.

Congratulations!

The point, of course, is not that the learning of English is in itself an especially significant accomplishment, but that the learning of a language in either or both its spoken and written forms is the great accomplishment. By being born as human beings we may be programmed to learn language just as we are programmed to walk on only two legs but despite our human inheritance, learning a language still requires time and energy. We don't just happen to learn a language; we do have to work at it, and other people -- chiefly our parents, siblings and playmates -- have to be willing to help.

Although you may no longer have memories of your early struggles to learn English, you can still appreciate the complexity of the accomplishment by considering this: Assume for the moment that you are about to start a language training program that will occupy you 12-14 hours a day, 7 days a week for the next 3 to 5 years, without a break. At the end of your training program you will still not be able to understand radio programs or easily follow a conversation between two adults and practically all books will still seem to be filled with undecipherable squiggles. In fact, your knowledge of the written language will be so minimal that you will now have to enroll in a formal school for a considerable length of time and even after several years of formal schooling you will still be developing your language skills by learning new words, polishing your writing style and trying to read better. That is the sort of language program you enrolled in when you began to learn your native language, English.



...undecipherable squiggles..

All this is not intended to frighten you about the language learning task that lies ahead because learning a second language is going to be easier. Most of you have already encountered a second language and unless that encounter came early in your life while you were still very actively learning your first language, the second encounter was an encounter of a different kind. Some of you may have learned French or Spanish and learned it reasonably well in high school, while others have not had very successful experiences the second time around. Now, as an adult you are being asked to learn a new, second language. Learning a second language is no small task, but neither is it a matter of starting from scratch, as you did when you learned English. So before you take your first steps in your new language, we ask you to take the time to do two things: try to understand the nature of the task ahead of you and try to assess the personal strengths and weaknesses that you bring with you as you start your assignment.

What do you have to do to learn a new language? As you might expect, the answers to this question are as numerous and varied as people are and no two learners' strategies will be exactly the same. This is so important to remember, let's say it again in a different way: we can make many generalizations about the way people learn language, but you are unique and you can only learn in the way that suits you best, not in the way an idealized, generalized member of your species learns.

We have already said that learning a second language is going to be easier. It is going to be faster, too, because you already know a language and you will not have to re-invent one. To be sure, the language you are going to learn is very different from English and you may wonder just how much help your English is going to be. It would be easier, for example, if there were more cognates such as between English and the Germanic or Romance languages, but you already know a lot about languages and English in particular, and you can use that knowledge. You already know, for example, that languages have a two-part structure (subject and predicate) and you already know a great deal about what you can and cannot communicate with languages. You know how to do things such as re-phrase a statement for a young child, use a new word in a sentence, ask for meanings, use gestures to re-inforce language, and employ circumlocutions. In short, you have been involved in communication all your life and you are not changing to a new medium, you are just switching channels.

...switching channels...

You still may not be convinced that learning a new language is easy; obviously it does require an effort and no one needs to tell you that some people have to make more of an effort than others. We have tried to encourage you to realize that your learning style will not be the same as your fellow students. If each of us were to draw a language profile of ourselves we would find that our profiles, just like our personalities are different; strong and sharp in some areas, weak and ill-defined in others. The point, however, is not how strong or weak you may be -- or how fast or slow you may be at learning languages -- but rather that you should examine your own profile, find out where you are strong and weak and use that information to capitalize on your strengths and try to accept and even improve on your weaknesses. To help you begin your self-assessment as a language learner, we suggest you give some thought to the following aspects of language learning.

Memorizing. Are you good at memorizing? Obviously, learning a new language requires much more than memorizing a dictionary of that language, but having a good memory will help. The chief way in which it helps of course is in learning new words and phrases so that the right ones come quickly and easily to mind when you need them. When you store something in your mind for later use, put a "tag" on it; relate it to something that is already stored and accessible. When you first encounter a new word, explore it: hear it, say it, see it, feel it. Re-cycle your collection. In language learning, using a new expression once is usually not enough. And don't be discouraged if you forget things. Your mind can only handle so much at once and sometimes unused stuff gets thrown out to make room for new things, but even the forgotten words have probably left a trace so that the second time you learn them they may stay longer.

taste it if you can...

Being receptive. The new language may have some "funny" sounds. Its grammar may be organized differently from English. It may have words that do not translate easily into English and some English words and concepts may not have direct equivalents with the new language. Try to remember that English is only a language and your new language is a language in its own right.

Taking risks. Inevitably, you will make plenty of mistakes, and adults do not like to make mistakes, especially in front of other adults. But learning a new language is as much a process of learning what not to say as it is learning what to say. You will have to develop some willingness to go out on a limb and try things and not be upset if the limb breaks.

...go out on a limb...

Being relaxed. Trying too hard, and wanting too much to succeed -- "pressing," as athletes say -- can be a serious problem for a language learner. Sometimes the antidote is a good stiff drink, but there are others. What's yours?

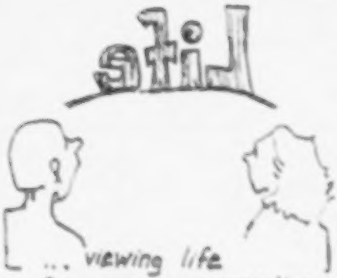
Using the language. Another way of saying this is: practice makes perfect. The more you do something the better you get at it and this is especially true of learning a new skill such as a language. Obviously, one way in which you can get a lot of practice is by taking a full and active part in the classroom. But there are other people in the classroom too, and everybody can't speak at once. However, you can talk to yourself, both in the classroom and out. Subvocalization can be a very useful learning technique.

Being a good listener. Talking is only one communication skill and it's hard to listen when you're talking. But you can mouth somebody else's words and learn from their mistakes and successes as you listen.

...can you become a parrot ?

Analyzing the new language. Being open and receptive to the new language will get you to first base, but you'll stand a better chance of getting to second (and eventually scoring) if you understand the rules of the game. Linquists make their money by analyzing chunks of language to discover the rules. You don't have to become a professional linguist to learn a language, but it's not a bad idea to become at least an amateur.

Mimicking. Parrots don't really speak languages, but since they don't have any preconceptions of how a language should sound, they do a reasonably good job of producing human sounds with limited equipment. You can already produce some human sounds but your repertoire is limited to the sounds that exist in English. Can you forget your English and become a parrot?



... viewing life from another perspective..

Empathizing. Being a good parrot may help you acquire the sounds of the new language, but languages are much more than just new sounds. Languages are also a way of ordering and organizing reality and the reality of a speaker of your new language may be somewhat different from the reality of an American. A new language brings with it a culture with its different life-styles and social roles. You may not like all that you find in the new culture, but that is all right. Probably some of the speakers of your new language don't like everything about their own culture, just as you probably don't admire every single aspect of American culture. Part of the thrill of learning a new language is experiencing life from a different perspective. You don't have to sell your soul to the new culture, but a willingness to become bicultural will speed up your efforts to become bilingual.

Being methodical (or developing a method to your madness.) Lots of things are going on when you start a new language. All the new sounds, words, and grammar rules, come at you simultaneously and can be overwhelming. There are text books, reference grammars, dictionaries, phrase books, work

x

books and tapes containing things you ought to know. In the classroom there are memorization activities, drills, role-plays, free expression and a lot of people listening and watching what you do. Obviously you can't cope with everything simultaneously, and although this language course attempts to present the language in an orderly fashion and although part of your teacher's job is to minimize the confusion, you have to get yourself together too. Although much of your in-class time will be organized by the teacher and the material, you are the person who has the responsibility for organizing your out-of-class time.

Understanding and accepting your limitations. So far we have pointed out several things to consider as you and your new language confront each other. Learning a new language also involves a certain amount of self-confrontation. You are going to experience successes and failures, excitement and fatigue and countless other emotions. You may have to question your self-image as you compare your progress with your peers and you may seem to come off unfavorably so let us say again that you can only capitalize on your strengths, understand and try to improve your weaknesses and be willing to accept results that may not measure up to your aspirations.

...self-confrontation...

Cooperating and supporting. Much of your schooling up to this point may have been in an atmosphere that was competitive. But in your struggle to learn a new language along with your peers, all those learning skills that helped you pass exams or write acceptable term papers won't be especially helpful in your new learning situation. You are all in the same boat together, and although some people may row faster or harder than you can, you'll go farther and longer as a team. Learning to help and be helped will create an atmosphere in the classroom that will make learning an enjoyable and unforgettable communal experience. And remember too that using a language is a social activity. It takes one to speak and another to listen, whether you're learning the language or using it in fluent conversation.

...all in the same boat...

Now that we have asked you to think about language learning and yourself as a language learner, here's another suggestion that will be well worth the time you put into it. Periodically, issue yourself a "report card" using the topics we have discussed (we have provided a form on the next page). Beside each topic write a few remarks about how you think you're doing. Do reports at least at the end of the first, third and fifth week of training. We also recommend that you look over the communication objectives in Appendix B to get some idea of what you should be able to do in order to become a functional speaker of Hassaniya.

Language Learning Self-Evaluation

Name ____________ Date ______________ Week# ____________

Memorizing:

Being receptive:

Taking risks:

Being relaxed:

Using the language:

Being a good listener:

Analyzing the language:

Mimicking:

Empathizing:

Being methodical:

Understanding and accepting limitations:

Cooperating and supporting:

INTRODUCTION TO

THE LANGUAGES OF MAURITANIA

The national language of Mauritania in Arabic. The Arabic used in written materials - newspapers, magazines, books etc, is Classical Arabic (often called Modern Literary Arabic or Modern Standard Arabic), which is the official language all over the Arab world. Classical Arabic is also used in formal spoken contexts, for example in radio and T.V. braodcasts, political speeches and religious functions. However in informal everyday spoken communication the national dialect called Hassaniya is used. This is primarily a spoken, unwritten form of Arabic derived from the Classical language, displaying pronunciation, lexical and structural differences which distinguish it not only from Classical Arabic, but also from the other spoken dialects of Arabic found in other parts of the Arabic-speaking world. It is very important in the early stages of learning Arabic to be aware of the existence, side by side, of what in effect can be regarded as two languages: one "classical", literary, long-established written language used as the medium of secular and religious literature which is rarely spoken; the other a spoken language used for everyday verbal communication which is not written.

The name Hassaniya comes from the name of the Yemeni bedouin tribes called Beni Hassan who invaded North Africa and settled in what today is called Mauritania in the fifteenth to seventeenth centuries. Hassaniya does not appear to be closely related to the dialects of North Africa, probably because the Yemeni invaders of the south-western Sahara remained relatively isolated from the people of the northern Sahara.

Hassaniya is spoken by the majority of the population of Mauritania. Some Berber dialects exist in the northern parts of the country, while in the south and south-west several African languages, notably Toucouleur, Soninke, Wolof and Bambera are spoken.

There is considerable linguistic diversity in Hassaniya. There are four main sub-dialects, Northern, Southern, Western and Eastern Hassaniya, and also slight variations between urban, rural and nomadic peoples. However these local variations within Hassaniya are mainly limited to vocabulary and pronunciation variants rather than any significant structural differences.

Education and foreign contacts (notably the French colonial influence) have further increased the linguistic diversity within Hassaniya. Many educated speakers of Hassaniya supplement their spoken dialect with words and expressions borrowed from French and Classical Arabic. This tendency is more marked in Nouakchott, the larger towns and urban areas than in rural areas. Further loan words have been borrowed from Berber and the various African languages found in the southern areas of the country. While learning Hassaniya you must always bear these geographical variations in mind, as well as the influences from the languages which were current in the area before the arrival of the Arabs and Islam.

Variant pronunciations of some of the letters of the Arabic alphabet in Hassaniya.

The pronunciation outlined in this Literacy Handbook is based on Classical Arabic, and would be understood not only in Mauritania, but all over the Arabic speaking world. However, Hassaniya, like other national Arabic dialects has its local peculiarities in pronunciation when compared with the Classical Arabic pronunciation. These variations are pointed out for your recognition, but not necessarily for reproduction. There is a prevalent attitude among the intellectual "elite" that these variations are in some way "inferior."

The main features of Hassaniya are:

1. غ /ghayn/ becomes ق /qa:f/. Thus a Hassaniya speaker would pronounce the word لغة as /luqa/, or the word نُغْسُلْ as /nuqsul/, or صُغير as /sqir/. It must be stressed that this is only a pronunciation variation; in writing the غ /ghayn/ will always appear written as a غ /ghayn/ by educated people.
2. ق /qa:f/ is often pronounced as a غ /ghayn/. Thus, a Hassaniya speaker would pronounce the word قَلَم as /ghalam/, or مَقْرَج as /maghra:j/. It must be stressed that this is only a pronunciation variation; in writing the ق /qa:f/ will always appear written as a ق /qa:f/.

3. In most dialects of Hassaniya ق /qa:f/ is pronounced as /g/, as in "good." Thus, you may hear the word قلب pronounced as /galb/, or قولي as /gu:li/ or نقد as /ngid/. This is only a pronunciation variation, and in writing, the /qa:f/ will usually appear written as a ق /qa:f/. You may see the /qa:f/ written this way, however: ڮ It is important to note that the two shifts غ /ghayn/ to ق /qa:f/ and ق /qa:f/ to غ /ghayn/ never combine to produce the double transition of غ /ghayn/ to /qa:f/ to /g/.

4. Generally, ف /fa:'/ is pronounced as /v/. Thus a Hassaniya speaker would pronounce the word فرنسا as /varansa/. Again, it must be stressed that this is only a pronunciation variation; in writing the ف /fa:'/ will appear written as a /fa:'/, or sometimes with the dot below: ڢ This variation is a unique feature of Hassaniya; the sound /v/ does not occur in the Arabic alphabet.

5. Generally, Hassaniya speakers distinguish between ظ /dha:'/ and ض /da:d/; however, there are rare occasions when you will hear ظ /dha:'/ used in the place of ض /da:d/, for example, الضّالين /id-da:li:n/ will be pronounced as /idh-dha:li:n/. This is only a pronunciation variation, and in written Arabic a ظ /dha:'/ will always appear as a ظ /dha:'/ and the ض /da:d/ will always appear written as a ض /da:d/.

This is a feature you must listen out for; the cardinal rule is always to pronounce words as you hear them pronounced by Mauritanians, taking their pronunciation as correct in the context of their own dialect.

6. Sometimes, ث /tha:'/ becomes ذ /dha:'/. Thus, a native speaker of Hassaniya would pronounce the word ثمانية as /dhama:niya/, or ثاني as /dha:ni/. Remember, this is a feature of the spoken language, and in written Arabic, the /tha:'/ is always written as ث /tha:'/.

7. Generally, the ج /ji:m/ becomes /j/ in Hassaniya, similiar to the French pronunciation of 'j' as in "je".

You may well hear all or only some of these shifts and variations depending on where you are living in the country. In Nouakchott and the larger towns you may hear all of them since the cities are the meeting places, and people using different local dialects live side by side. To most Mauritanians these shifts are mutually intelligible, but for a first time learner of Hassaniya they may appear a little daunting at first. However, keep your ears open and imitate what you hear used around you by native speakers and gradually these variations will fit into place. The important thing to always bear in mind is that they are all pronunciation variations; written Arabic will always follow the spelling of the word in Classical Arabic.

INTRODUCTION TO

THE COMMUNICATION AND CULTURE HANDBOOK:

Parts of a Typical Lesson

The Communication and Culture Handbook is a set of lessons that concentrates on what to say and do in a variety of situations. These situations are arranged in a sequence of 25 situations. Although it is best to study them one after the other, it is possible to skip a lesson or jump around in the book. It would be a good idea to cover all the situations during the training program. The material has been designed so that every student will have an opportunity to learn to say and do something in every situation.

You will notice that some of the lessons are divided into Basic Material and Additional Material. Some students will learn faster than others, and so they will be able to do additional work by learning the Additional Material as well. The important thing to remember is that the Basic Material is required and the Additional or Supplementary Material is advised.

Although each lesson is a little different from all the others, there are usually six parts to each lesson. They are:

1. Objective
2. Basic Material
3. Notes on basic material
4. Activities
5. Suggestions for Use
6. Additional Material

Teacher and students should be aware that not all the material has been translated into Arabic. The second and third pages of most lessons contain the Arabic material as well as pertinent notes and suggestions. Since the students have activities and suggestions written in their lessons, have the students suggest ways a lesson can be taught or "role-played".

Parts of a lesson:

1. Objective. This is a statement of what you the learner is expected to learn. It should answer the question "What new thing can I do as a result of learning this lesson?" Sometimes the title of the lessons will clearly indicate what the objective is, but sometimes the title is inadequate, and reading the objective will be helpful. One thing that you should always ask yourself is "When this lesson is done, can I actually do what the objective says I can do." For a list of over-all objectives, see Appendix B.

2. Basic Material and Translation. You will notice that the basic material is presented in English translation on the first, of left-hand page. The Arabic script version of the Basic Material (plus appropriate notes to the teacher) is available on the facing right-hand, or second page. The same material is available in Arabic script on the third page as well, opposite the transliterated version (with appropriate notes to the student) on the fourth page. Take the time now to thumb through a sample lesson of The Communication and Culture Handbook to observe this lay-out.

   The Basic Material is the heart of the lesson. It may be presented in several ways. Sometimes it may be a dialogue; sometimes it may be a paragraph; sometimes it may be only key words and phrases. The Teacher's Handbook describes various techniques that you can use for teaching dialogues and other ways in which the Basic Material has been presented.

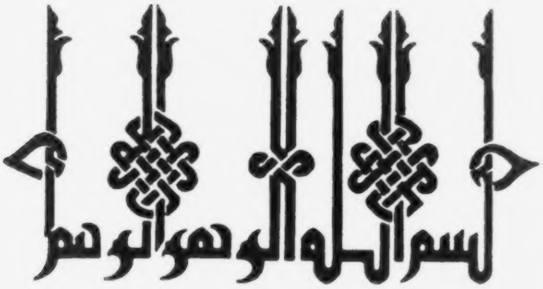
   For many of the lessons your job will be to memorize the words, phrases and sentences of the Basic Material. Memorization will require a certain amount of repetition -- saying things over and over. This is not always very fun or interesting, but it is important, although there can be too much repetition too. Some of the material will require you to "play" with the language. Try to create new sentences based on words and sentence patterns you already know. Try to vary the phrases you have memorized, although many times you will make wrong guesses. You should not be discouraged from attempts to be creative with the language. Making mistakes is a very important part of language learning.

3. Notes on Basic Material. The purpose of these notes in the students' handbook is to explain given vocabulary items or new words which are contained in the dialogue or narrative material. Sometimes synonyms of the word are given. Read both the English translation on the first page of the lesson and the English Notes below the transliteration in order to understand what you are being asked to repeat and memorize.

4. Activities. The activities related to the techniques in Part II of The Teacher's Handbook. They suggest ways in which to teach or learn the Basic Material, such as "acting out" or "role playing" a dialogue. Sometimes, the activities suggest ways to enrich the lesson with an excursion or a class-organized meal, for example. Try to suggest you own activities.

5. Suggestions for Use. These suggestions are to help the students realize that competency at memorization in the classroom is no substitute for actual communication with speakers of Arabic. Sometimes the suggestions can be considered as homework assignments to be reported on the next day. Sometimes they will require class time for you to organize the assignment. Get your teacher to help you make out shopping lists, or conduct interviews where necessary.

6. Additional Material. As we have said, the Additional Material is not required, though many students will want to learn all of it. You should go over the new words and phrases in class, to learn the correct pronunciation. Use the Additional Material for dictations or for writing practice where appropriate. Do not require that your students memorize the lists which appear in some of the Additional Material, but make sure that you hear the correct pronunciation and have a chance to practice saying it.



"In the Name of God, Most Gracious, Most Merciful"

MAURITANIAN ARABIC

COMMUNICATION AND CULTURE HANDBOOK

GREETINGS

Lesson One

Objectives:

1. At the end of this lesson, you should be able to greet men and women using the appropriate forms, and you should be able to respond to several common greetings yourself.

Translation of Dialogue:

Ahmed: Hello!

John: Hello!

Ahmed: How are you?

John: Fine, thanks.

Activities:

1. Memorize the dialogue.
2. Practice the dialogue with your teacher or with another student, taking turns with the two roles.
3. Pay attention to your teacher's pronunciation of the dialogue. Try to imitate the correct pronunciation as best you can.

Suggestions for Use:

1. Use this greeting with people in shops that you enter, offices you have business in, and whenever you see someone for the first time in the day.
2. If you get a response different from the ones you have learned, make a note of it and learn what it means. Remember that in basic greeting situations, speakers of Arabic often use several different ways of asking the same question -- "How are you?", and many ways of saying "well" or "fine".
3. Copy the Arabic dialogue in a notebook and have your teacher look it over.

LESSON ONE

الدّرس الاوّل

احمد السّلامُ عليكم

جون و عليكم السّلام

احمد ياك لا باس ؟

جون لا باس الحمدُ لله

الدّرس الاوّل

LESSON ONE

احمد	السّلامُ عليكم
جون	و عليكم السّلام
احمد	ياك لا باس ؟
جون	لا باس الحمدُ لله

BASIC MATERIAL: Dialogue for Memorization.

/ah̲mad/ - /is-sala:mu ^{c}alay-kum/

/ju:n/ - /u^{c}alay-kum is-sala:m/

/ah̲mad/ - /ya:k la ba:s?/

/ju:n/ - /la ba:s il-h̲amdu li-lla:h/

Notes on the Dialogue:

1. Greetings in the Arab world tend to be lengthier than in the West. Be prepared to shake hands frequently--even with every person in a room or office. Hands are shaken for longer, and often are held for a few moments while talking. Failure to greet people properly (i.e. the American tendency to want to get "right down to business") may be considered rather abrupt. (See note on women shaking hands in this lesson.)
2. /is-sala:mu ^{c}alay-kum/ literally means "the peace upon you", and is said by the person arriving or entering.
3. /ya:k la ba:s/ is a question which literally means "is there no harm?"
4. The response /la ba:s/ means "no harm".
5. /il-h̲amdu li-lla:h/ literally means "the praise to God", and is frequently used where we would say "thank goodness".

Objective: After learning this dialogue, you should be able to use alternative greetings.

Translation of Dialogue:

Fatima: Hello!

Jane: Hello.

Fatima: How are you?

Jane: Fine, thanks.

Fatima: (Fine), thanks.

Activities:

1. Memorize the dialogue and use it in practice with members of your class.

Suggestions for Use:

1. Copy the Arabic dialogue in a notebook and have your teacher look it over.

Cultural Note:

Women may find a slightly different form of greetings etiquette than men. Older men, for example, may not readily shake hands with women, and women are advised not to force the situation. Observe the exchange of greetings between women when you have the opportunity.

LESSON ONE

الدّرس الاوّل

فاطمةُ	السّلامُ عليكم
جين	وعليكم السّلامُ
فاطمةُ	ياك الخير ؟
جين	الّا الخير الحمدُ لله
فاطمةُ	الحمدُ لله

LESSON ONE

الدّرس الاوّل

فاطمةُ	السّلامْ عليكم
جين	و عليكم السّلام
فاطمةُ	ياك الخير ؟
جين	الا الخير الحمدُ لله
فاطمةُ	الحمدُ لله

BASIC MATERIAL: Dialogue for Memorization.

/fa:ṯimatu/ - /is-sala:mu ^{c}alay-kum/

/jayn/ - /u^{c}alay-kum is-sala:m/

/fa:ṯimatu/ - /ya:k il-khayr?/

/jayn/ - /illa-l-khayr il-ẖamdu li-lla:h/

/fa:ṯimatu/ - /il-ẖamdu li-lla:h/

Notes on the Dialogue:

1. /y:ak il-khayr/ means "is there good?"
2. The response /illa-l-khayr/ means "nothing but the good".
3. Note the use of /il-ẖamdu li-lla:h/ alone as a reinforcement of the praise to God.

Cultural Note:

You will hear a wide range of alternatives for greetings, courtesy phrases and other everyday vocabulary. These tend to vary from area to area within the country and according to the educational level of speakers. It can be very frustrating when learning a new language to hear several versions of something you have just learned, but Arabic, like English, is an extremely rich and varied language, and as a first-time learner you must make the effort to memorize several words and phrases with approximately the same meaning which can be used interchangeably. Keep your ears open and whenever you hear a new word or phrase, try to write it down and ask your teacher or a Mauritanian friend what it means.

SUPPLEMENTARY MATERIAL: Standard Arabic greetings. (useful for dealing with expatriate Arabs).

Good morning! (greeting)	/s̲aba:h̲ il-khayr/	صباح الخير
Good morning. (response)	/s̲aba:h̲ in-nu:r/	صباح النّور

(Sometimes you will hear the following alternative response to the above greeting.)

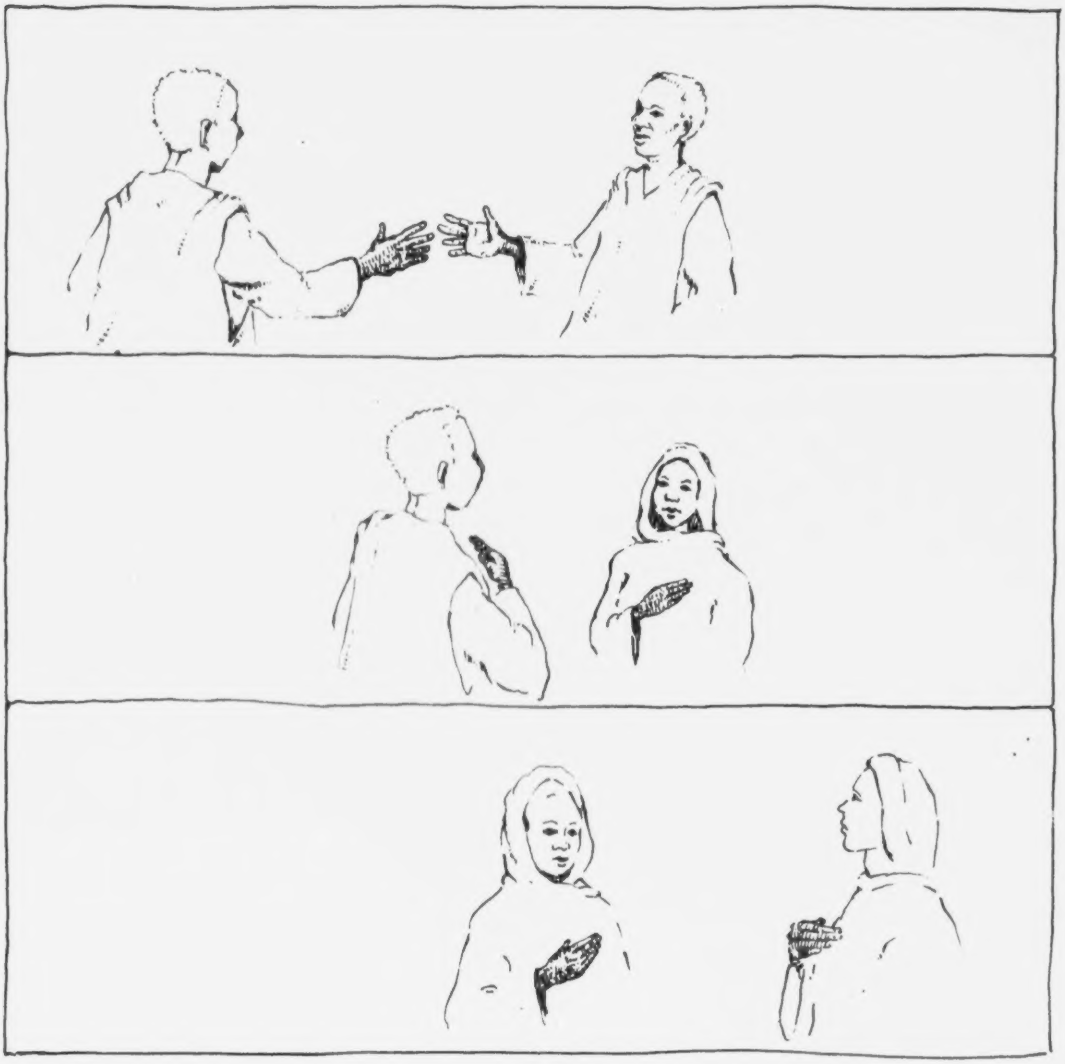
Good morning. (response)	/^{c}alay-na wa ^{c}alay-kum/	علينا و عليكم
Good evening! (greeting)	/masa: il-khayr/	مساء الخير
Good evening. (response)	/masa: il-khayr/	مساء الخير

(Sometimes you will hear the same alternative response to the above greeting.)

Good evening. (response)	/^{c}alay-na wa ^{c}alay-kum/	علينا و عليكم

Suggestions for Use:

1. Practice the alternative greetings for "Good morning" and "good evening". Listen for these phrases in Arabic conversations you will hear around you in taxis, markets, offices, etc. Try to vary your own greetings and responses and to use the appropriate forms for different times of the day.
2. Use these examples for writing practice. Get your teacher to look over your efforts.



CONTINUING A CONVERSATION:
Personal Information
Lesson Two

Objectives:

1. At the end of this lesson, you should be able to ask how someone is using several common forms. You should also be able to ask what someone's name is and respond to similar personal information questions about yourself.

Translation of Dialogue:

Fatimatu: What's new?

Jane: Nothing but good (news).

Fatimatu: What's your name?

Jane: My name's Jane. And what's your name?

Fatimatu: My name's Fatimatu.

Activities:

1. Memorize the dialogue.
2. Practice the dialogue with a classmate or your teacher.
3. Copy the Arabic dialogue in a notebook and have your teacher look it over.

Suggestions for Use:

1. Try to learn the names of people you come into daily contact with. Make a list of the names you learn and bring them to class and compare notes with your classmates. Try to learn the correct pronunciations.

LESSON TWO

الدّرس الثّاني

فاطمة	انتي طاري ؟
جين	ما طاري شي
فاطمةُ	شنهو اسمِك
جين	اسمي جين . وشنهو اسمِك انتِ ؟
فاطمةُ	اسمي فاطمةُ

LESSON TWO

الدّرس الثّاني

فاطمةُ	اش طاري ؟
جين	ما طاري شي
فاطمةُ	شنهو اسمك ؟
جين	اسمي جين. وشنهو اسمك انتِ ؟
فاطمةُ	اسمي فاطمةُ

BASIC MATERIAL: Dialogue for Memorization.

/fa:timatu/ - /ash ta:ri?/

/jayn/ - /ma ta:ri shay/

/fa:timatu/ - /shinhu ism-ik?/

/jayn/ - /ism-i jayn. wa shinhu ism-ik inti?/

/fa:timatu/ - /ism-i fa:timatu/

Notes on the Dialogue:

1. /ash t a:ri?/ means "what new?" Note the absence of the verb "is" where it would be used in English.
2. /shinhu ism-ik?/ literally means "what name your?" There is no verb "to be" in Arabic. The suffix /ik/ is a possessive pronoun. For further explanation see "Possessive Pronouns" in the Grammar Handbook.
3. /inti/ is the feminine pronoun "you" (singular). /inta/ is the masculine pronoun "you" (sing.) See Grammar Handbook lesson on personal pronouns for further reference.

ADDITIONAL MATERIAL: Words and phrases.

English	Transliteration	Hassaniya
Yes	ahi h	اعيه
No	abda	ابدا
Goodbye m	wadda'na-k l-mula na	ودعناك الملانا
	ma'a s-sala ma	مع السلامة
Good	zayn	زين
Very good, all right, O.K.	zayn ḥatta	زين حتى
Bad	ma hu zayn	ماهو زين
Please m	min faḍl-ak	من فضلك
f	min faḍl-ik	من فضلك
Thank you	shukran	شكراً
You're welcome for a service rendered	la shukr 'ala wa jib	لا شكر على واجب
Is that true? Really?	ḥaqq allah	حق الله
I don't understand m	ma ni fa hum	مانى فاهم
I don't understand f	ma ni fa hima	مانى فاهمة
What's this that?	shinhu ha dha	شنهو هذا
Pardon! Excuse me!	ya' ash gult	يا اش قلت
	na'am?	نعم

* * *

Notes on the Additional Material:

Among the useful words and phrases in the list you will find both Hassaniya expressions (those which are specific to Mauritanian speakers) and Standard equivalents (those which are understood over a wide area in the Arabic-speaking world.) Both expressions are readily understood by Mauritanians.

Suggestions for Use:

1. Practice saying these expressions and learn as many of them as you can. It can be helpful to make index cards for each new word or expression. Write the English meaning and the transliteration on one side, and write the Arabic on the other. Learn them well enough to erase the transliteration, and rely only on the Arabic.

Cultural Note: Names in Mauritania.

In traditional Arab societies, the family name (the "last name") is transmitted by the father, just as it is in the West, but the "last name" in this case is the given of the father, so that it changes from generation to generation. For example, Brahim has two children, Mohammed and Khadijatu. They are called Mohammed wul Brahim ("mohammed the son of Brahim") and Khadijatu mint Brahim ("Khadijatu the daughter of Brahim"). If Brahim's father was called Bashir, Mohammed's geneology could be traced through his name: Mohammed wul Brahim wul Bashir ... etc. If Brahim had made the pilgrimage to Mecca, he would be given the name "Hajj" (pilgrim): El Hajj Brahim wul Bashir.

BASIC MATERIAL: Cardinal numbers 1-10.

	transliteration	Arabic	Arabic Numeral
0	/s̲ifr/, /saro/	صفر سرو	٠
1	/wa:h̲id/	واحد	١
2	/ithnayn/	اثنين	٢
3	/thala:tha/	ثلاثة	٣
4	/arba^{c}a/	اربعة	٤
5	/khamsa/	خمسة	٥
6	/sitta/	ستّة	٦
7	/saba^{c}a/	سبعة	٧
8	/thama:niya/	ثمانية	٨
9	/tisa^{c}a/	تسعة	٩
10	/^{c}ashra/	عشرة	١٠

Activity:

1. Read the sign identifying the business establishment which you see below. Observe the use of both Western & Arabic numerals.
2. Write out the name of the establishment and other information in Arabic.

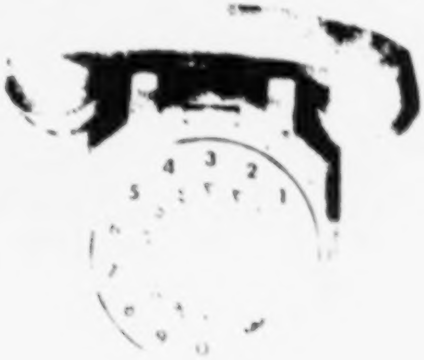
هيئة السلام الولايات المتحدة الامريكية

B P 222 ٢٢٢ ص. ب.
Tél 20-60 ٢٠-٦٠ هاتف :
Nouakchott نواكشوط

Cultural Note on numbers: "Arabic Numerals"

The cipher, the so-called Arabic numerals, and the decimal system of notation were all invented by the Indians, but it was the Arabs who handed them on to Europe, thus making possible not only everyday arithmetic as we know it, but also far-reaching mathematical developments which the Greeks, for all their original genius and intellectual power, had not been able to embark upon without the cipher and the Arabic numerals.

The Arabic numerals which you see here are written in the form which is widely used in other parts of the Arab world. In Mauritania, auto license plates and most signs utilize the Western system; however you will see them used for certain purposes and they are useful to learn. Note the similarities and differences between the Arabic and English symbols.



BASIC PERSONAL INFORMATION

Lesson Three

Objective: 1. At the end of this lesson, you should be able to ask where someone is from, and to respond to similar inquiry about yourself. You should also be able to give the Arabic equivalents for common place names.

Translation of Dialogue:

Mike: Hello.

Mohammed: Hello
How are you today?

Mike: Fine, thanks.

Mohammed: Say, where are you from?

Mike: I'm from ______A______.

Mohammed: From where in ______A______.

Mike: From ______B______.

Activities:

1. Practice the conversation, filling in the blanks with appropriate place names.
2. Learn the pronunciation of these place names as well as others which you feel will be important.
3. Ask people in your class or training program where they come from. Report back to the class.

Suggestions for Use:

1. Because many people in a capital city like Nouakchott have come from other places, it can be interesting to find out where they are from. An informal survey would probably produce surprising results.
2. Use the Arabic dialogue as writing practice. Write it out until you can produce consistent copies of either the model in the book, or your teacher's handwriting.

LESSON THREE

الدّرس الثّالث

ميك	اهلاً
محمّد	اهلاً و سهلاً . شحالك اليوم ؟
ميك	لا باس الحمدُ لله . و انت ؟
محمّد	الحمدُ لله . قللك انتَ من منين ؟
ميك	انا من ___A___
محمّد	من منين في ___A___ ؟
ميك	من ___B___

B	A
سياتل	امريكا
باريس	فرنسا
نواكشوط	موريتانية
دكار	سنغال
الرباط	المغرب

الدّرس الثّالث LESSON THREE

ميك اهلاً

محمّد اهلاً و سهلاً . شحالك اليوم ؟

ميك لا باس الحمدُ لله

محمّد الحمدُ لله . قنلكَ انتَ من منين ؟

ميك انا من ____A____

محمّد من منين في ____A____ ؟

ميك من ____B____

B	A
سيانل	امريكا
باريس	فرنسا
نواكشوط	موريتانية
دكار	سنغال
الرباط	المغرب

BASIC MATERIAL: **Conversation for Practice.**

/mi:k/ - /ahlan/

/muh̲ammad/ - /ahlan wa sahlan. sh-h̲a:l-ak il-yawm?/

/mi:k/ - /la ba:s il-h̲amdu li-lla:h. wa inta?/

/muh̲ammad/ - /il-h̲amdu li-lla:h. gutlak. inta min minayn?/

/mi:k/ - /ana min ________A________/

/muh̲ammad/ - /min minayn vi ________A________?/

/mi:k/ - /min ________B________/

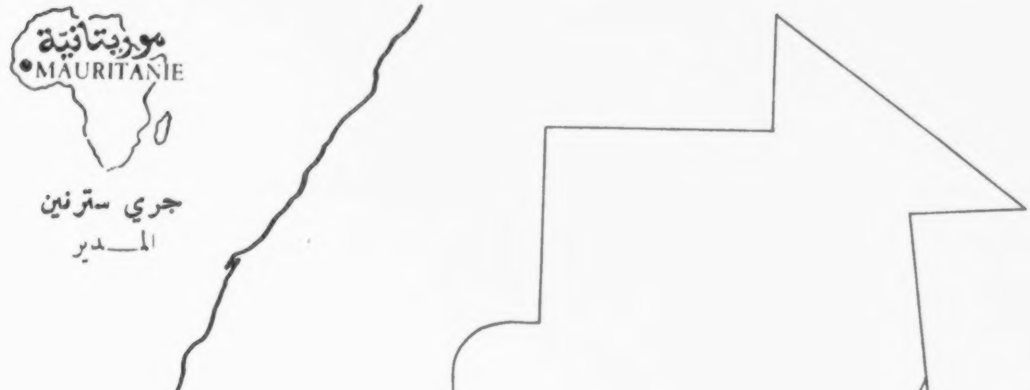
A		B	
America	/amri:ka/	Seattle	/si:atil/
France	/varansa/	Paris	/b̄a:r̄i:s/
Mauritania	/muri:ta:ni:ya/	Nouakchott	/nu:a:kshu:t/
Senegal	/sanaga:l/	Dakar	/daka:r/
Morocco	/il-maghrib/	Rabat	/ir-riba:t̲/

Notes on the Dialogue:

1. /il-yawm/ lit. means "the day", but it is used to mean "today".
2. /gutlak/ means "Say..." or "Tell me..." or "By the way..."
3. /ana min.../ literally means "I-from", and is another example of the absence in Arabic of the verb "be" where it would be used in English.

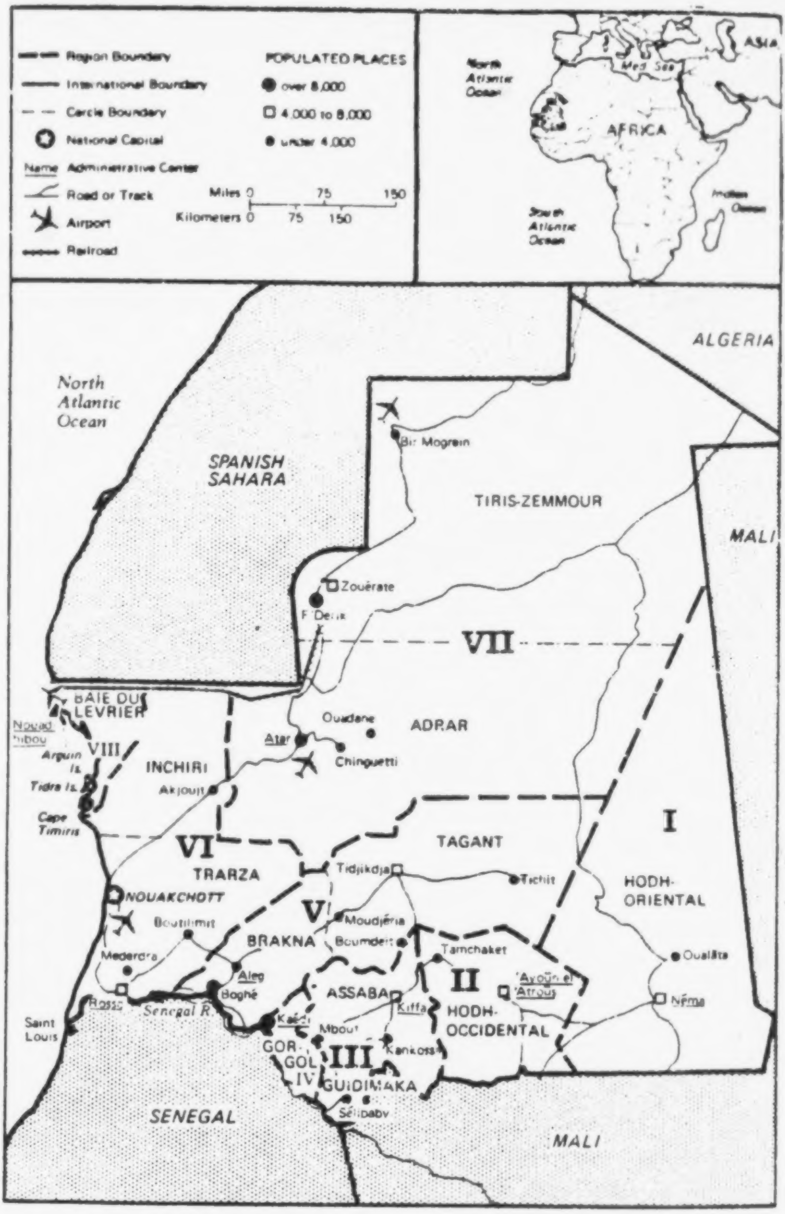
SUPPLEMENTARY MATERIAL:

The names of the major cities on this map are written in Arabic. Identify the major cities and towns and then use them in answers to the questions of your classmates.


موريتانية
MAURITANIE
جري سترنين
المدير
افديرك
اطار
نواذيبو
نواكشوط
تجكجة
الاق
روصو
كيفة
العيون
النعمة

SUPPLEMENTARY MATERIAL:

Compare this English map with the Arabic map adjacent. Locate Mauritania in respect to other northwestern African countries. Learn the names of the neighboring countries and other important features of Northwest Africa.


Region Boundary
International Boundary
Cercle Boundary
National Capital
Administrative Center
Road or Track
Airport
Railroad
POPULATED PLACES
over 8,000
4,000 to 8,000
under 4,000
Miles 0 75 150
Kilometers 0 75 150
North Atlantic Ocean
Med Sea
ASIA
AFRICA
Indian Ocean
South Atlantic Ocean
ALGERIA
SPANISH SAHARA
Bir Mogrein
TIRIS-ZEMMOUR
MALI
Zouérate
F'Derik
VII
BAIE DU LEVRIER
Nouadhibou
Arguin Is.
Tidra Is.
Cape Timiris
VIII
INCHIRI
Akjoujt
Ouadane
Atar
Chinguetti
ADRAR
I
TAGANT
VI
TRARZA
Tidjikdja
Tichit
HODH-ORIENTAL
NOUAKCHOTT
Boutilimit
V
Moudjéria
Boumdeit
BRAKNA
Mederdra
Aleg
Boghé
Rosso
Senegal R.
Saint Louis
Tamchaket
II
'Ayoûn el 'Atroûs
Oualâta
Néma
ASSABA
Kiffa
HODH-OCCIDENTAL
Kaédi
Mbout
Kankossa
GORGOL
IV
III
GUIDIMAKA
Sélibaby
SENEGAL
MALI

ADDITIONAL MATERIAL:

Note on high numbers:

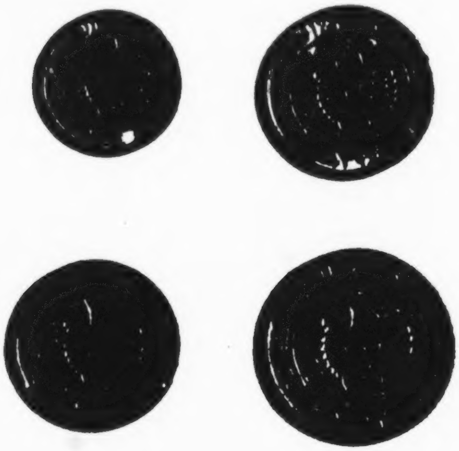
Since there are 45 ougiya to the U.S. dollar you will have to get use to dealing with much higher figures when dealing with the cost of things. A relatively small shopping list will cost you several hundred, if not a thousand ougiya Concentrate on learning to use and understand high numbers quickly. The numbers 11-19 are given here, 20-100, 100-1000, and 1000-1,000,000 are given in Additional sections in Lessons Four, Five, and Seven. If you have immediate use of all the numbers refer forward to these Additional sections in class or on your own.

11	/i$\underline{h}$da^{c}sh/	احد عش
12	/ithna^{c}sh/	اثنعش
13	/thalata^{c}sh/	ثلتعش
14	/arba^{c}ta^{c}sh/	اربعتعش
15	/khamsta^{c}sh/	خمستعش
16	/sitta^{c}sh/	ستّعش
17	/saba^{c}ata^{c}sh/	سبعتعش
18	/ithmanta^{c}sh/	اثمنتعش
19	/itisa^{c}ta^{c}sh/	اتسعتعش
20	/^{c}ishri:n/	عشرين

Activities:

1. Memorize the numbers 11-20.
2. Play a "numbers game" with your teacher or a classmate. You give the "odd" numbers, your teacher or classmate the "even" numbers.
3. Get your teacher to write out the numbers in Arabic. Copy them into your copybook. You will not have many occasions to write out numbers in words, but it is good practice. Notice the similarities with the numbers 1-10.
4. Write out the numbers 1-20 in Arabic figures; get used to recognizing them.

Look at this illustration showing the numbers 1, 5, 10 and 20 as used on the four basic coins of the Mauritanian monetary system. Compare your pocket change with these in the photograph and read the Arabic on them.



AGE, MARITAL STATUS & FAMILY INFORMATION

Lesson Four

Objectives:

1. At the end of this lesson, you should be able to ask and respond to questions regarding your age and marital status, and to ask about children in a family.
2. You should be able to recognize prices when you hear them in shopping situations.

Translation of Dialogue:

Susan: Are you married?
Khadija: Yes, I am. Are you?
Susan: No, I'm not married.
Khadija: Where is your family?
Susan: My family is in America.
Khadija: How many brothers and sisters do you have?
Susan: I have four.

Activities:

1. Memorize the dialogue.
2. Practice the dialogue in pairs, varying the responses as you so choose.

Suggestions for Use:

1. Try to extend your conversation exchanges with people you meet by asking questions such as these. Find out the answers to these questions about persons on your training or Peace Corps office staff. Report back to the class. Don't be surprised if people are vague about their ages. Find out other words used to mean "married". You may have to learn to "justify" it if you are single.
2. Use the Arabic dialogue as writing practice. Write it out as many times as you need in order to be able to produce consistent copies of either the model in the book, or your teacher's handwriting.

الدّرس الرّابع

سوزان   انتِ متخيّمة ؟

خديجة   اعيه . و انتِ ؟

سوزان   ابدا. ماني متخيّمة

خديجة   منين اسرتك ؟

سوزان   اسرتي في امريكا

خديجة   كم عندِك من الاخوت و الاخوات ؟

سوزان   عندي اربعة

الدّرس الرّابع LESSON FOUR

سوزان انتِ متخيّمة ؟

خديجة ابقيه. و انتِ ؟

سوزان ابدا ماني متخيّمة

خديجة منين اسرتِك ؟

سوزان اسرتي في امريكا

خديجة كم عندِك من الاخوت و الاخوات ؟

سوزان عندي اربعة

LESSON FOUR

AGE, MARITAL STATUS & FAMILY INFORMATION

BASIC MATERIAL: Dialogue for Memorization.

/su:za:n/ - /inti mitkhayyima?/
/khadi:ja/ - /ahi:h wa inti?/
/su:za:n/ - /abda ma:ni mitkhayyima./
/khadi:ja/ - /minayn usrat-ik?/
/su:za:n/ - /usrat-i vi amri:ka/
/khadi:ja/ - /kam ^{c}and-ik min il-akhu:t wa il-akhwa:t?/
/su:za:n/ - /^{c}andi arba^{c}a/

Notes on the Dialogue:

1. A married man would be /mitkhayyim/, which means literally "sharing a tent". Adjectives describing people reflect the gender of the person described. Therefore, masculine and feminine adjectives will be different. See Gender (of Adjectives) in the Grammar Handbook.

2. /ahi:h/, "yes," and /abda/, "no", are words peculiar to Hassaniya, but Volunteers in other parts of the country may hear other words used.

3. /ma:ni/ means "I am not". See the section on Negatives in the Grammar Handbook.

4. /^{c}and-ik/ literally means "near you". See the Grammar Handbook for further information about this important structure in the section on "Have/Have Got."

5. /usrat-ik/ means "family-your". Other words you may hear are /^{c}a:'ila/ and /ahl/. See Grammar Handbook lesson note on suffix pronouns.

6. /kam/ means "how many" or "how much" (except with prices, for which /ba:sh/ is used.)

7. /il-akhu:t/ means "brothers", /il-akhaw:t/ "sisters".

ADDITIONAL MATERIAL: Days of the Week.

The names of most of the days of the week are closely allied to the numbers one through six:

Sunday	/yawm il-h̲ad/	يوم الحد
Monday	/yawm il-ithnayn/	يوم الاثنين
Tuesday	/yawm ith-thala:tha/	يوم الثلاثاء
Wednesday	/yawm il-arba^{c}a/	يوم الاربعاء
Thursday	/yawm il-khami:s/	يوم الخميس
Friday	/yawm il-juma^{c}a/	يوم الجمعة
Saturday	/yawm is-sibt/	يوم السبت

Notes on days of the week:

1. The Arabic names for the first five days of the week, Sunday through Thursday, are derived from the same words as the numbers one - five; in fact, the words for Monday, Tuesday and Wednesday are exactly like the numbers 2,3 and 4. The words for Sunday and Thursday are only slightly different from the numbers one and four.
2. /yawm/ means "day" - so the names of the days of the week are simply 'day the one', 'day the two' etc.

ADDITIONAL MATERIAL: Cardinal numbers 20-100.

20	/^{c}ishri:n/	عشرين
30	/thla:thi:n/	ثلاثين
40	/arba^{c}i:n/	اربعين
50	/khamsi:n/	خمسين
60	/sitti:n/	ستّين
70	/sab^{c}i:n/	سبعين
80	/thma:ni:n/	ثمانين
90	/tis^{c}i:n/	تسعين
100	/mi:ya/	ميّه

Mixed numbers

In Arabic the 'unit' comes before the 'ten'. Thus 21 literally translated is "one and twenty", etc.

21	/wa:hid u ^{c}ishri:n/	واحد و عشرين
22	/ithnayn u ^{c}ishri:n/	اثنين و عشرين
33	/thla:tha u ^{c}ishri:n/	ثلاثة و عشرين

Activities:

1. Memorize the numbers 20-100.
2. Play a 'mixed numbers game' with your teacher and classmates.
3. Get your teacher to show you how to write some mixed numbers out in Arabic script. Use his or her models for writing practice in your notebooks.
4. Write mixed numbers out in Arabic figures.
5. Read these numbers out in Arabic, and then write them out in both Arabic figures and letters.

42, 100, 21, 31, 80, 79, 99,
28, 33, 79, 89, 91, 15, 8, 19,
75, 48, 56, 67, 73, 79, 84, 45, 6

ADDITIONAL USEFUL VOCABULARY:

How do you say that in Hassaniya?	/ki:v tgu:l ha:dha bil-hassaniyya?/	كيف تقول هٰذا بالحسنيّة
a little	/shway/	شوي
What does that mean?	/ash ma^{c}ana ha:dha?/	اش معنى هٰذا
Slowly.	/bi-shu:r/	بشور
It's too expensive.	/ha:dha wa:^{c}ir/	هٰذا واعر
Lower the price a little.	/na:gis shway/	ناقس شوي
Yes! (literally "by God!")	/walla:hi/	والله
enough	/ka:vi/	كافي

ADDITIONAL MATERIAL: Additional family vocabulary.

mother	/umm/	امّ
father	/ab/	اب
son	/walad/	ولد
sons	/ula:d/	اولاد
daughter	/mint/	منت
daughters	/amna:t/	امنات
brother	/akh/	اخ
brothers	/akhwat/	اخوة
sister	/ukht/	اخت
sisters	/akhu:t/	اخوت
husband	/zawj/	زوج
wife	/zawja/	زوجة

SHOPPING: INQUIRING ABOUT AVAILABILITY

Lesson Five

Objective: At the end of this lesson you should be able to ask for something which you cannot see in a market or shop. You will be able to ask the price of something and use the appropriate polite formulae for terminating a conversation.

Translation of Dialogue:

Customer: Hello.
Shopkeeper: Hello.
Customer: Do you have any rice today?
Shopkeeper: Yes, of course.
Customer: How much is a kilo?
Shopkeeper: It's 13 ougiya.
Customer: O.K. Give me a kilo please.
Shopkeeper: Here you are.
Customer: Thank you. Goodbye.
Shopkeeper: Goodbye.

Activities:

1. Practice saying the lines of the dialogue with a classmate, a friend, or your teacher. Switch roles and try to memorize one part.
2. Set up a table or window as a shop stall. Choose common items you might find in a Mauritanian shop and conduct a role-play shopping situation.

Suggestions for Use:

1. Go on a "scavenger hunt" through the central souk. Look closely at the stalls in which common household items are sold. Make a list of the most common items you see. Compare notes with classmates and learn the Arabic names for the most interesting items.
2. Befriend a shopkeeper or merchant in your neighborhood. Should you be invited to sit for awhile or to drink tea, take advantage of the opportunity to listen to typical exhanges between the shopkeeper and customers.

LESSON FIVE

الدّرس الخامس

مشتاري	السّلامُ عليكم
تاجر	و عليكم السّلام
مشتاري	خالق مارو اليوم ؟
تاجر	خالق بعد
مشتاري	باش الكيلو ؟
تاجر	ثلثعش اوقية
مشتاري	ايوا الاه كيلو
تاجر	هاك
مشتاري	شكراً ودعناك الملانا
تاجر	ودعناك الملانا

LESSON FIVE

الدّرس الخامس

مشتاري	السلامُ عليكم
تاجر	وعليكم السلام
مشتاري	خالق مارو اليوم؟
تاجر	خالق بعد
مشتاري	باش الكيلو؟
تاجر	تلتعش اوقية
مشتاري	ايوا الاه كيلو
تاجر	هاك
مستاري	شكراً ودعناك الملانا
تاجر	ودعناك الملانا

LESSON FIVE

SHOPPING: INQUIRING ABOUT AVAILABILITY

BASIC MATERIAL: Dialogue for memorization.

/mishta:ri/ - /is-sala:mu ^{c}alay-kum/

/ta:jir/ - /u^{c}alay-kum is-sala:m/

/mishta:ri/ - /kha:lig ma:ru il-yawm?/

/ta:jir/ - /kha:lig ba^{c}ad/

/mishta:ri/ - /ba:sh il-ki:lu?/

/ta:jir/ - /thalata^{c}sh u:gi:ya/

/mishta:ri/ - /aywa ila:h ki:lu/

/ta:jir/ - /ha:k/

/mishta:ri/ - /shukran. wadda^{c}na-k il-mula:na/

/ta:jir/ - /wadda^{c}na-k il-mula:na/

Notes on the Dialogue:

1. /kha:lig/ is a common word which means "there is/is there?" (masc.) and is used in making statements or asking questions about availability or existence. /kha:lga/ is the feminine form and /kha:lgi:n/ is the plural.
2. /ma:ru/ is an African-derived word for "rice".
3. /kha:lig ba^{c}ad/ is an expression which means "Of course there is." /b^{c}ad/ is also used after other words to reinforce the "of course" nature of the phrase. For example if you ask /atay zayn/? the answer may be /zayn ba^{c}ad/ - "of course it's good." The final /d/ is often silent.
4. /ba:sh/ means "how much" in expressions of quantity or money. /il-ki:lu/ refers to a kilogram, or 2.2 English pounds. Refer to Grammar Handbook on Definite Articles.
5. /ila:h/ is an expression which means "give me." Refer to Grammar Handbook lesson on Imperatives for further information.
6. /ha:k/ means "here you are". For a female: /ha:ki/.

ADDITIONAL MATERIAL: Cardinal numbers 100-1000

100	/miya/	مية
200	/mi:tayn/	ميتين
300	/ithlatmiya/	اثلتمية
400	/arba^{c}miya/	اربعمية
500	/akhamsmiya/	اخمسمية
600	/sittmiya/	ستّمية
700	/isba^{c}miya/	اسبعمية
800	/ithmanmiya/	اثمنمية
900	/itsa^{c}miya/	اتسعمية
1000	/alv/	الف

Mixed numbers:

In Arabic the 'hundred' comes first, followed by the 'unit', and then the 'ten'. Thus 121 literally translated is: "two hundred and one and twenty".

525	/akhamsmiya u khamsa u ^{c}ishri:n/
734	/isba^{c}miya u arb^{c}a u thla:thi:n/
1979	/alv u tsa^{c}miya u tisa^{c}a u sab^{c}i:n/

Activities:

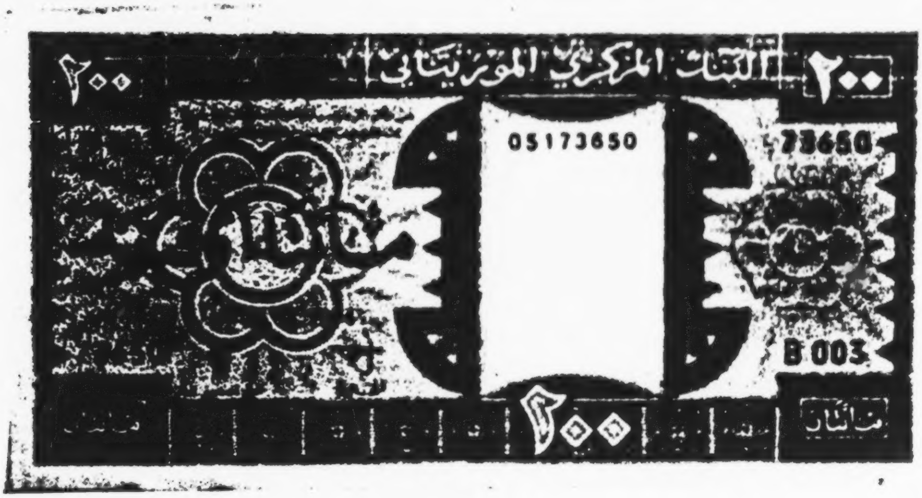
1. Learn to use and recognize as many of the high thousands as you need for your everyday needs.
2. Play 'numbers games' with your teacher and classmates.
3. Write some numbers out in Arabic figures and words.
4. Read these numbers out in Arabic, and then write them out in your copybook.

550, 890, 1500, 1750, 1979, 423

1945, 1875, 1984, 1914, 1973, 455,

1500, 1975, 1956, 1948, 1950, 950,

750, 910, 505, 66, 925, 1250, 1700.



Look at the photograph of a 200-ougiya note. Compare it with bank notes you have and read the denominations in Arabic.

ADDITIONAL MATERIAL: Common necessities.

drink	/shara:b/	شراب
tea	/atay/	اتاي
water	/ma/	ما
milk	/laban/	لبن
juice	/^{c}as̲i:r/	عصير
coffee	/ka:va/	كاوة
food	/lu:ki:l/	لوكيل
meat	/lah̲am/	لحم
rice	/ma:ru/	مارو
bread	/mburu/	مبرو
sugar	/sukkar/	سكّر
eggs	/bayd̲h̲/	بيض
matches	/alima:t/	المات
bottle	/bu:sh/	بوش
bag	/mukhla/	مخلة
box	/but̲a/	بطة

Activities

1. Learn these words and keep notes on any common alternatives you may hear.
2. Add to these words any which you feel are important in your daily activities.
3. Practice using them in the dialogue about shopping.

Suggestions for Use:

1. Make out your shopping lists in Arabic.
2. As a class project, plan a picnic or a dinner to be cooked by the group. Learn the Arabic for everything which you need to buy, and go look for them in the market.
3. You will probably learn the French equivalents for the items on the adjacent page as quickly as the Arabic. In order to improve your Arabic, avoid doing all your shopping in the supermarkets. Go to areas where you know people are more likely to speak Arabic. In any case, make sure that whenever you learn a new French word for something, you also learn the Arabic.

SHOPPING: MAKING A REQUEST

Lesson Six

Objective: At the end of this lesson, you should be able to ask for something you want in a shopping situation, to understand simple units of weight.

Translation of Dialogue:

Shopkeeper: How are you today?

Customer: Fine thanks. I want a kilo of apples, half a kilo of rice, and a quarter of a kilo of sugar.

Shopkeeper: Anything else?

Customer: Yes, I want some bread too.

Shopkeeper: O.K. That's 200 ougiya.

Customer: Here you are.

Shopkeeper: Thanks.

Activities:

1. Memorize the dialogue by practicing the lines with a friend or classmate.
2. Try to ask each other questions regarding the information in the dialogue. (For example, "How much are matches?")

Suggestions for Use:

1. Plan a class tea or mid-morning snack. Learn the names of the items you will need in Arabic. Choose 3-4 items and go in groups of two to a shop or the market. Get only small quantities of each so you can practice asking for things in more than one shop.
2. Use the Arabic dialogue for writing practice. Write it out as many times as you need in order to be able to produce consistent copies of the model in the book.

الدّرس السّادس

تاجر	شحالكم اليوم؟
مستاري	الحمدُ لله . ندور كيلو تفاح ونصّ كيلو مارو و ربع كيلو سكّر
تاجر	و اش؟
مستاري	اعيه . ندور مبورد ممولّي
تاجر	ايوا هٰذي ميتين اوقية
مستاري	هاك
تاجر	شكراً

تاجر	شحالك اليوم ؟
مشتاري	الحمدُ لله . ندور كيلو تفاح و نصّ كيلو مارو و ربع كيلو سكر
تاجر	و اش ؟
مشتاري	ايه . ندور مبورو محولّي
تاجر	ايوا . هٰذي ميتين اوقية
مشتاري	شاكر
تاجر	شكراً

BASIC MATERIAL: Dialogue for Memorization.

/ta:jir/ - /sh-ha:l-ak il-yawm?/

/mishta:ri/ - /il-hamdu li-lla:h. ndu:r ki:lu tuva:h
wa nuss ki:lu ma:ru wa ruba^c ki:lu sukkar/

/ta:jir/ - /wa:sh?/

/mishta:ri/ - /ahi:h ndu:r mbu:ru mmwalli/

/ta:jir/ - /aywa. ha:dhi mi:yati:n u:gi:ya/

/mishta:ri/ - /ha:k/

/ta:jir/ - /shukran/

Notes on the Dialogue:

1. /ndu:r/ means "I want". See Grammar Handbook (Section on Verbs) and Additional Material in this Lesson.
2. /tuva:h/ means "apple(s)". The french word "pommes" is also used.
3. /nuss/ means "half". /ruba^c/ means "quarter".
4. /wa:sh/ in this context means "anything else".
5. /mbu:ru/ is an African-derived word for "bread".
6. /mmwalli/ means "also" or "too".
7. /aywa/ means "all right" or "O.K." in agreement.
8. /ha:dhi/ here means "That's..." or "It's..." See lesson on Demonstratives in Grammar Handbook.

SHOPPING:
FOODS AND BASIC NECESSITIES

LESSON SIX

ADDITIONAL MATERIAL: Illustration.

Cultural Note on Marketing:

Since most of the fruits and vegetables found in Nouakchott are imported, the use of French to identify them is probably more common than Arabic. However, look at the list of several common vegetables identifiable in this picture, and learn the names of others which you find in the "boutiques" or "supermarches" of the capital. You may be surprised to learn that many Maures seldom eat vegetables at all.

Vocabulary:

onions	/bus̲l/	بصل
potatoes	/bumditayr/	بمدتير
carrots	/ka:rut/	كارت
lettuce/salad	/sala:t/	سلات
tomatoes	/tama:t/	تمات

Activities:

1. Find out the words for "okra", "eggplant", "cabbage", "cauliflower", "squash" or zucchini, and "cucumber". Many of these words in French, but try to see if you can find out the Arabic.

2. Color the illustration using crayons or colored pencils, learning the names for colors and the objects you color as you go along. They are included in Lesson 13.

ADDITIONAL MATERIAL:

Cultural Note on Markets in the Arabic World:

A central market or /sug/. ("marsa" in Mauritania) is an important feature of most Arab cities. Here goods and products are bought and sold, and the activities serve as a social focal point for both men and women. At the time of this writing, the central market in Nouakchott has ceased to function due to a fire. The activities of the market have been dispersed to a variety of locations, including sidewalk stalls such as you see in the illustration here.

Vocabulary: (fruits and useful verbs).

apples (2)	/tuva:h/	تفاح
	/pum/	بم
oranges	/ura:nj/	ارانج
bananas	/bana:n/	بنان
grapes	/^{c}anab/	عنب
lemon (2)	/li:mun/	ليمن
	/si:trun/	سيترن
buy	/yishri/	يشري
sell	/yibi:^{c}/	يبيع
pay for	/yikhallus/	يخلّس

LESSON SIX

SHOPPING: FOODS AND BASIC NECESSITIES

Activities:

1. Learn the words for fruits which interest you. Note any variations you hear. Start keeping a notebook with English-Arabic and Arabic-English entries for the new words which you learn.

2. Practice writing in your notebook new words in Arabic script, using as a model your teacher's handwriting.

Observe the following conjugation of the verb "want" in Hassaniya.

I want	/ndu:r/	ندور
you (m) want	/ddu:r/	ادور
you (f) want	/ddu:ri/	ادوري
he wants	/idu:r/	ادور
she wants	/ddu:r/	ادور
we want	/ndu:ru/	ندورو
you (pl) want	/ddu:ru/	ادورو
they (pl)	/idu:ru/	ادورو

JOBS AND OCCUPATIONS

Lesson Seven

Objectives:

1. At the end of the Basic Material, you should be able to explain what you do in Mauritania (or what you are going to do), and ask someone else what their job is.
2. When you study the Additional Material, you should be able to give the names of several common occupations in Arabic.

Translation of Dialogue:

Khadija:	What's your job?
Mary:	I'm a nurse in the hospital.
Khadija:	And your friend John-what does he do?
Mary:	He's a teacher in Attar.

Activities:

1. Memorize the dialogue.
2. Practice the lines of one speaker with a classmate responding.
3. Try to carry on a sustained chat with someone, beginning with greetings and carrying on with questions like "What do you do?" or "What's your job?"

Suggestions for Use:

1. Learn the names for the jobs of people working on your training program. Often the jobs are described in the same terms as in local ministries or agencies.
2. Take a walking tour of your training site reading the signs above shops and stores. See if the names of occupations are contained in any of the signs.
3. Use the Arabic dialogue as writing practice. Write it out as many times as you feel necessary for you to be able to produce consistent copies of either the model in your book or your teacher's handwriting.

الدّرس السّابع

خديجة　　شنهي شغلتِك ؟

ميري　　انا طبيبة في الطب

خديجة　　و صاحبِك جون شنهي شغلتُه ؟

ميري　　هو قرّاء شور اطار

الدّرس السّابع

خديجة	شنهي شغلتك ؟
ميري	انا طبيبة في الطب
خديجة	و صاحبِك جون شنهي شغلتُه ؟
ميري	هو قرّاء شور اطار

BASIC MATERIAL: Dialogue for Memorization.

/khadi:ja/ - /shinhi shughlt-ik?/

/mayri/ - /ana tbi:ba vi-t-tab/

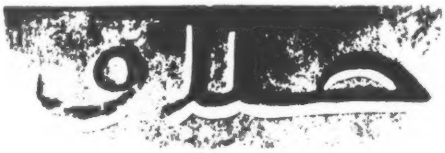
/khadi:ja/ - /wa sa:hib-ik ju:n, shinhi shughlt-u?/

/mayri/ - /huwa garra:' shu:r ata:r/

Notes on the Dialogue:

1. /shinhi shughlt-ik?/ means literally "what-job-your?" See Grammar Handbook lesson on Possessives.
2. /tbi:ba/ is a noun, in this case describing a woman nurse. A male nurse would be /tbi:b/. See section on Gender in the Grammar Handbook.
3. /tab/ is a Mauritanian word meaning "hospital" or "clinic."
4. /sa:hib/ means "friend". /sa:hib-i/ is "my friend." "My girlfriend" would be /saha:bti/.
5. /garra:'/ means "teacher".
6. /shu:r/ is a word which means "in" or "towards."
7. /ata:r/ is a town in the north of Mauritania.

TAILLEUR خياط
HOMMES ET DAMES الرجال والنساء
M'HAMED امحمد



ADDITIONAL MATERIAL: Jobs and work places.

Activities: 1. Using the additional vocabulary in the lists which follow, try to create as many variations of the original dialogue as possible.

Vocabulary: Jobs (given in the masculine gender).

volunteer	/mutat̲awwi^c/	متطوّع
nurse/doctor (m.)	/t̲bi:b/	طبيب
nurse/doctor (f.)	/t̲bi:ba/	طبيبة
teacher	/garra:'/	قرّاء
director	/mudi:r/	مدير
driver	/shu:fi:r/	شوفير
secretary	/sikriti:r/	سكرتير
merchant	/ta:jir/	تاجر
minister	/wa:zir/	وزير
engineer	muhandis	مهندس
president	/ra'i:s/	رئيس
Prime Minister	ra'i:s il-uzara	رئيس الوزراء

official ("fonctionnaire")	/mu'adhdhaf/	مؤظف
sheikh/elder	/shaykh/	شيخ
hairdresser	/halla:g/	حلّاق
tailor	/khayya:t/	خيّاط
farmer	/valla:h/	فلّاح
guard	/garddiyan/	كردّين

Work places:

clinic, hospital	/tab/	طب
office	/maktab/	مكتب
shop	/bu:ti:g/	بوتيج
market	/marsa/	مرسة
field	/hagl/	حقل
P.M.I. (French.)	/P.M.I./	

Note:

/ya/ is an expression used before a name or a title as a form of address to show people that you are trying to catch their attention. /ya muhammad!/ might translate roughly as "Hey, Muhammed!" Listen for this word to see how people use it.

ADDITIONAL MATERIAL: Cardinal numbers 1000-1,000,000

1000	/alv/	الف
2000	/alvayn/	الفين
3000	/ithlatala:v/	اثلاثه الاف
4000	/arba^{c}ala:v/	اربعة الاف
5000	/akhamsala:v/	اخمسة الاف
6000	/sittala:v/	ستّة الاف
7000	/isba^{c}ala:v/	اسبعة الاف
8000	/ithmanala:v/	اثمانية الاف
9000	/itsa^{c}ala:v/	اتسعة الاف
10,000	/a^{c}sharala:v/	عشره الاف
1,000,000	/mi:lyu:n/	ميليون

LESSON SEVEN

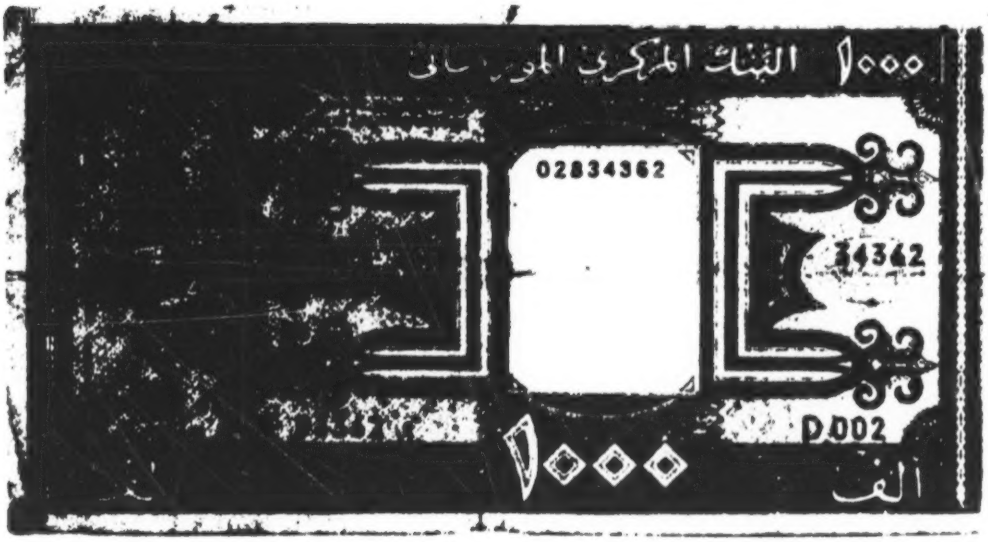
JOBS AND OCCUPATIONS
NUMBERS 1000-1.000.000

Activities:

1. Learn to use and recognize as many of the high thousands as you need for your everyday needs.
2. Play numbers games with your teacher and classmates.
3. Write some numbers out in Arabic figures and words.
4. Read these numbers out in Arabic, and then write them out in your copy book.

9500, 15000, 5250, 3500, 825, 2500, 8000, 3100,

7675, 12500, 500000, 7250, 4520, 105000.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TALKING ABOUT DURATION AND LEARNING ARABIC

Lesson Eight

Objective:

1. At the end of this lesson, you should be able to tell someone how long you have been in Mauritania and to respond to comments on your ability to use the Arabic language.

Translation of Dialogue:

Abdulrahman:	Hello.
Steve:	Hello.
Abdulrahman:	How long have you been in Mauritania?
Steve:	Just a month.
Abdulrahman:	You speak Hassaniya very well.
Steve:	Thanks. I want to learn.
Abdulrahman:	Do you know how to read and write as well?
Steve:	Yes, I do. A little.
Abdulrahman:	That's great!

Activities:

1. Memorize both parts of the dialogue and practice it with a friend or classmate.
2. Substitute other time expressions in the dialogue (i.e. two weeks, three days, etc.)

LESSON EIGHT

الدّرس الثّامن

عبد الرّحمن	السّلام عليكم
ستيف	و عليكم السّلام
عبد الرّحمن	كم لك في موريتانية ؟
ستيف	شهر اونوف
عبد الرّحمن	تتكلّم حسنية زين حتّى
ستيف	شكراً. نبقي نتعلّم
عبد الرّحمن	تعرف تكتب و تقرا مولّي
ستيف	اهيه. نعرف شوى
عبد الرّحمن	زين حتّى

LESSON EIGHT

الدّرس الثّامن

عبد الرّحمن	السّلامُ عليكم
ستيف	و عليكم السّلام
عبد الرّحمن	كم لك في موريتانية ؟
ستيف	شهر اونوذ
عبد الرّحمن	تتكلّم حسنية زين حتّى
ستيف	شكراً . نبغى نتعلّم
عبد الرّحمن	تعرف تكتب و تقرا ممولّي ؟
ستيف	اهيه . نعرف، شوى
عبد الرّحمن	زين حتّى

LESSON EIGHT

TALKING ABOUT DURATION AND LEARNING ARABIC

BASIC MATERIAL: Dialogue for Memorization:

/abdu-rahman/ - /is-sala:mu ^{c}alay-kum/
/sti:v/ - /u^{c}alay-kum is-sala:m/
/abdu-rahman/ - /kam l-ak vi muri:ta:niya?/
/sti:v/ - /shahr. awtu:f/
/abdu-rahman/ - /titkallam hassaniya zayn hatta/
/sti:v/ - /shukran. nibqi nit^{c}allam/
/abdu-rahman/ - /ta^{c}raf taktub wa tagra mmwalli/
/sti:v/ - /ahi:h na^{c}raf shway/
/abdu-rahman/ - /zayn hatta/

Notes on the Dialogue:

1. /kam l-ak vi/ means literally "how much for you in..." Here it conveys the equivalent to the English "How long have you been in...?" For further reference, see Grammar Handbook on Interrogatives.
2. /shahr/ means "month". /shahrayn/ is "two months". See Grammar Handbook for a lesson on the Duals and Plurals.
3. /awtu:f/ means "only" or "that's all."
4. /titkallam/ means "you speak". See Grammar Note in this Lesson and Grammar Handbook on the Present Tense.
5. /il-kala:m il-baydha:ni/ literally "speech of the whites", is another way to say Hassaniya Arabic. You may hear this.
6. /nibqi nit^{c}allam/ means literally "I want I learn" in Arabic. See explanation in Grammar Note which follows. Sometimes /nibqi/ is pronounced as /nibghi/.
7. /ta^{c}raf taktub wa tagra/ means literally "you know you write and you read". See Grammar Note.

SUPPLEMENTARY MATERIAL: Grammar Note.

Present Tense Verbs.

The present tense in Arabic obeys a regular and predictable pattern: each verb consists of a "stem", in most cases made up of three letters, which carries the meaning of the verb. "I," "you," "he," "she" etc., are indicated by prefixes and suffixes added to the "stem". These prefixes and suffixes remain absolutely constant from one verb to another.

The prefixes are added to the "stem" by one of the short vowels, which we call the "helper" vowel which remains the same within any one verb. You may hear some regional differences in Mauritania as to which short vowel is used as the helper vowel in some verbs. Keep your ears open and imitate what you hear most used around you in your town.

Here is the verb "speak":

I speak	/nitkallam/	نتكلّم
you speak (m)	/titkallam/	تتكلّم
you speak (f)	/titkallami/	تتكلّمي
he speaks	/yitkallam/	يتكلّم
she speaks	/titkallam/	تتكلّم
we speak	/nitkallamu/	نتكلّمو
you speak (pl)	/titkallamu/	تتكلّمو
they speak	/yitkallamu/	يتكلّمو

(For further information, refer to the section on "Verbs" in the Grammar Handbook).

ADDITIONAL MATERIAL: Language learning vocabulary.

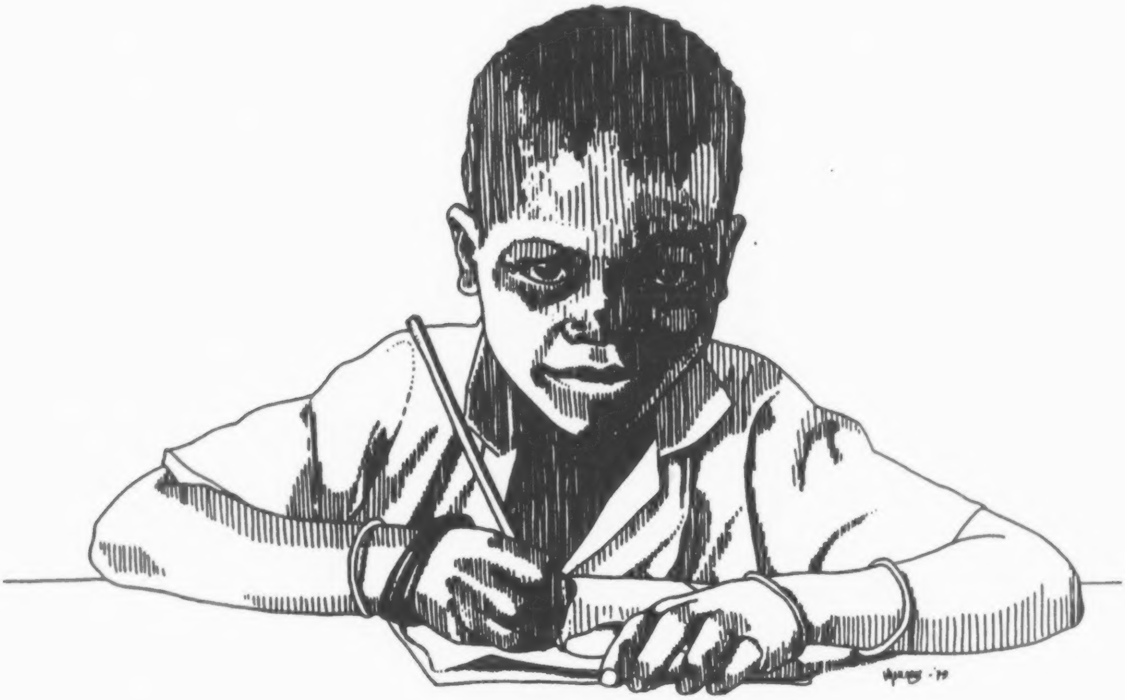
book	/ikta:b/	اكتاب
pen	/glam/	قلم
paper	/ta:ghat̲/	تاغط
notebook	/karna/	كرنة
blackboard	/sabu:ra/	سبورة
chalk (2)	/kray/	كراى
	/tibshi:r/	تبشير
teacher (2)	/mu^{c}allim/	معلّم
	/garra:'/	قرّاء
pupil	/talmidi/	تلمدي
he studies	/yagra/	يقرا
he teaches	/ydarras/	يدرّس
he learns	/yit^{c}allam/	يتعلم
he reads	/yigra	يقرا
he writes	/yiktub/	يكتب
sentence	/jumla/	جملة
word	/kalima/	كلمة
letter	/h̲arf/	حرف

I forgot.	/nasayt/	نسيت
Arabic	/^{c}arabia/	عربية
Hassaniya	/il-kala:m il-baydha:ni/	الكلام البيضاني
dialect	/lahja/	لهجة
classical	/vusha/	فصحة
English	/ingli:zia/	انجليزية
French (2)	/varansia/	فرنسية
	/vransa:wia/	فرنساوية
Wolof	/wuluf/	ولف
Peular (2)	/pula:r/	بلار
	/itka:ri:r/	اتكارير
write! (to a male)*	/iktub/	إكتب
read! (to a male)*	/igra/	إقرا
repeat! (to a male)*	/^{c}al/	عل

*See Grammar Handbook for further reference on imperatives.

LESSON EIGHT

TALKING ABOUT DURATION AND LEARNING ARABIC



What's he doing?	/sh-y^{c}addal?/	شيعدّل ؟
He writes ...	/yaktub/	يكتب

(For further reference, see Grammar Handbook lesson on Present Tense and/or on the Active Participle.)

Cultural Note:

Spend time with children, as they are excellent language resources and very good teachers as they have a limited vocabulary and are willing to repeat things far more often than some adults. Find out what you can about the educational system in Mauritania, both traditional and modern. Do not be surprised if many people you meet are unable to read and write Arabic and express surprise that you can do so yourself.

TALKING ABOUT AND LEARNING ARABIC

Lesson Nine

Objective: By learning these basic phrases you should be able to get yourself out of French-speaking situations when you would prefer to use your Arabic. You should also begin to learn when and where Arabic is appropriate.

Translation of Dialogue:

Mohammed: Hello. (in French)

John: Hello. (in Arabic)

Mohammed: What do you want? (in French)

John: I don't speak French. (in Arabic)

Mohammed: You speak Arabic?

John: Yes. I'm trying!

Activities: If your teacher is also a French speaker, he or she can act out the part of Mohammed, who insists, at first, on speaking French with a European. Act out the dialogue, memorizing the lines of the learner.

Suggestions for Use: Learn to judge the appropriateness of language use in Mauritania. There are clearly situations where you will have to use some French in order to communicate, but many people who are not native speakers of Hassaniya can still communicate with you in Arabic.

LESSON NINE

الدّرس التّاسع

محمّد	Bonjour
جون	وعليكم السّلام
محمّد	Qu'est-ce que vous voulez?
جون	ما نتكلّم فرنساوية
محمّد	نتكلّم عربي ؟
جون	اهيه نحاول

الدّرس التّاسع

LESSON NINE

محمّد	Bonjour
جون	و عليكم السّلام
محمّد	Qu'est-ce que vous voulez ?
جون	ما نتكلّم فرنساوية
محمّد	تتكلّم عربي ؟
جون	ايه . نحاول

LESSON NINE

TALKING ABOUT LEARNING ARABIC

BASIC MATERIAL: Dialogue for Practice.

/muhammad/ - Bonjour

/ju:n/ - /u^{c}alay-kum is-sala:m/

/muhammad/ - Qu'est-ce que vous voulez?

/ju:n/ - /ma nitkallam varansa:wia/

/muhammad/ - /titkallam ^{c}arabi?/

/ju:n/ - /ahi:h nuha:wil/

Notes on the Dialogue:

1. /ma nitkallam/ shows the use of the negative with verbs. /ma/ before a verb makes it negative. See Grammar Handbook lesson on Negatives with verbs.
2. /varansa:wia/ means "French" (adj.) or "the French language".
3. /nuha:wil/ means "I try".

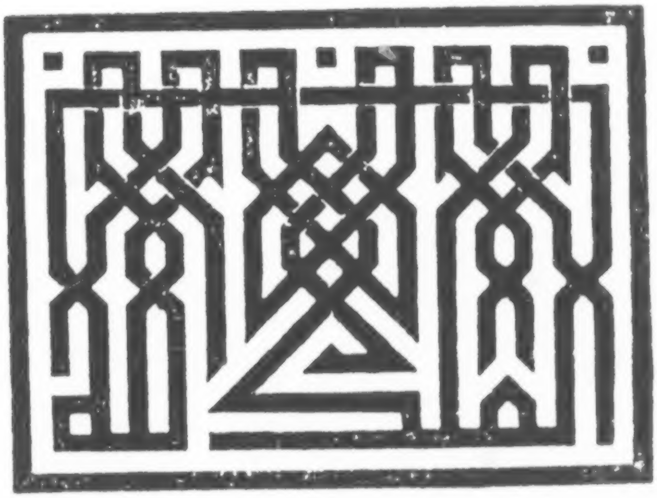
Cultural Note on Language Use in Mauritania:

You will face a number of obstacles in learning Arabic in Nouakchott. As a European, you will find that most people will automatically address you in French, and even answer you in French should you begin by speaking Arabic. You will have to insist on using Arabic where it is appropriate. Although some culture groups in Mauritania do not speak Arabic, many in Nouakchott readily understand it. You will need to learn some basic French (which will come to you quite easily comparised to Arabic, because of its similarity to English). Make sure that whatever you learn to say in French you also learn to say in Arabic. If you learn a new word from a sign or an advertisement, look for the Arabic script translation as well. You may wish to learn more about the African languages in use in part of Mauritania. For further reference, see Lesson 20 in the Literacy Handbook.

ADDITIONAL MATERIAL:

finished, over	/uva:t/	وفات
called, named	/inga:l/	انقال
true, right	/h̲agg/	حقّ
Not true.	/ma:hu h̲agg/	ماهو حقّ
really, certain	/b^{c}ad/	بعد
soon	/ura shway/	ورا شوي
each, every	/kull/	كلّ
above	/fawg/	فوق
below	/tah̲t/	تحت
inside	/wasat̲/	وسط
without	/min du:n/	من دون
someone	/h̲ad/	حد
any/everyone	/kull h̲ad/	كلّ حد
yet	/ma va:t/	ما فات
almost	/gat̲/	قط
before (2)	/sa:big/	سابق
	/gbal/	قبل
after (2)	/^{c}a:gib/	عاقب
	/ba^{c}ad/	بعد
"Don't interrupt." "Let me continue."	/ha:ni:-ni/	هانيني
"Wait a bit."	/ha:ni shway/	هاني شوي
"Give me a little more."	/zi:d shway/	زيد شوي

"Leave me alone."	/khalli:-ni/	خلّيني
"What's happening."	/sh-kha:lig/	شخالق
"What's up with you?"	/ma: l-ak?/	مالك
from time to time	/marra marra/	مرّة مرّة
"This is very important."	/ha:dha muhim hatta/	هذا مهم حتّى



DESCRIBING A SIMPLE OPERATION: MAKING TEA

Lesson Ten

Objective: At the end of this lesson, you will be able to give a step-by-step account of a simple operation (in this case making tea).

Translation of Steps:

1. Buy tea, sugar, and mint.
2. Fill a kettle with water and let it boil.
3. Put the tea and a little hot water in a teapot to wash the tea.
4. Fill the teapot with hot water.
5. Let the teapot sit on the brazier for two minutes.
6. Take the teapot off the brazier.
7. Add the sugar and the mint.
8. Pour the tea into the glasses.
9. Pour it back into the teapot.
10. Taste and serve.

(Repeat the process for the second and third glasses, leaving the tea pot on the brazier a little longer each time, etc.)

Activities:

1. Using the series of pictures on page 78, try to reconstruct the whole operation, using the new vocabulary. Ask your teacher if there are other steps that should be included.
2. Make tea, Mauritanian style, as an activity in class. Get your teacher to say what he/she is doing at each step. Learn the steps and try making tea while describing the process. If your teacher uses words or phrases that differ from those in the book, write them down and learn to recognize them.

الدّرس العاشر

١ اشري ورقة و سكّر و نعنع

٢ املى المقرج بالما و خلّه يغلي

٣ دير الورقة و شوي من الما حامي
في البرّاد بكان يغسل الورقة

٤ املى البراد بالما حامي

٥ خلّي البرّاد فوق الفرنة دقيقتي

٦ زول البرّاد من فوق الفرنة

٧ دير السكّر و النعنع

٨ صبّ اتاي في الكيسان

٩ صبّ اتاي في البرّاد مرّة ثانية

١٠ ذوق و عطي للناس

1 اشري ورقة و سكّر و نعنع

2 املى المقرج بالما و خلّه يغلي

3 دير الورقة و شوي من الما هامي
في البرّاد بكان تغسل الورقة

4 املى البرّاد بالما هامي

5 خلّي البرّاد فوق الفرنة دقيقتين

6 زول البرّاد من فوق الفرنة

7 دير السكّر و النعنع

8 صبّ اتاي في الكيسان

9 صبّ اتاي في البرّاد مرّة تانية

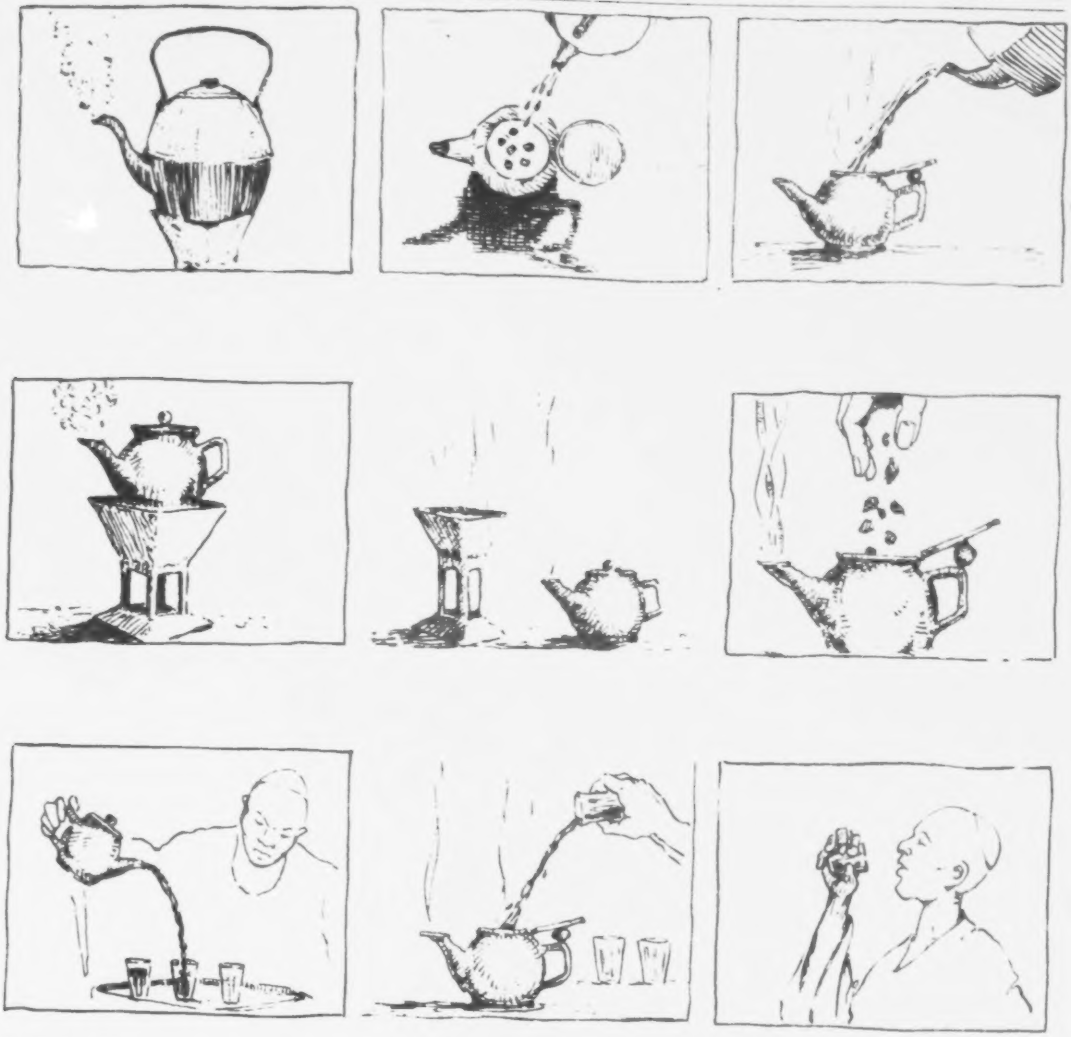
10 ذوق و عطي للناس

Basic Material: Making tea.

1. /ishri waraga wa sukkar wa na^{c}na^{c}/
2. /imla il-maghraj bil-ma wa khall-u yighli/
3. /di:r il waraga wa shway min il-ma ha:mi vi l-barra:d yaka:n tighsul il-waraga/
4. /imla il-barra:d bil-ma ha:mi/
5. /khalli il-barra:d fawg il-furna dagi:gatayn/
6. /zu:l il-barra:d min fawg il-furna/
7. /di:r is-sukkar wa l-na^{c}na^{c}/
8. /subb atay vi-l-ki:sa:n/
9. /subb atay vi l-barra:d marra tha:niya/
10. /dhu:g wa ^{c}ati l-in-na:s/

Notes on Basic Material:

1. Every sentence in this sequence begins with an imperative in the masculine form. See Grammar Handbook Lesson on Imperatives.
2. /yaka:n tighsul/ means literally "in order that you wash."
3. /di:r/ means "put".
4. /fawg/ here means "on top of".
5. /zu:l/ here means "remove".
6. /marra tha:niya/ means literally "a time second" but means "once again".
7. /^{c}ati l-in-na:s/ means literally "give to the people".
8. /lahmu:m/ is a word you will hear, and means "charcoal."



Suggestions for Use:

1. If you are invited to have tea with a Mauritanian friend, ask to observe the ceremony surrounding the making of the tea.
2. Write out the Arabic of this Lesson for further practice.
3. Use this "operation" (making tea) as a model for describing simple processes. Try to construct other simple operations (boiling an egg, cooking rice or cous-cous, washing a wound, etc.) which you can perform and learn the Arabic for from an informant. Learn any vocabulary necessary for your own work. Refer to the Supplementary Material in this Lesson for additional words and phrases.

ADDITIONAL MATERIAL: Verbs of process and function (in the Imperative).

repair/fix (2)	/sallih/ /^{c}addil/	صلّح عدّل
open	/ivtah/	إفتح
close	/igval/	إقفل
take	/igbadh/	إقبض
turn	/igban/	إقبن
work/function (2)	/ishtaghal/ /i^{c}mal/	إشتغل إعمل
stop	/gi:f/	قيف
start	/isnati/	إسنتي

Expressions:

it doesn't work	/ma yistaghal/	ما يشتغل
it doesn't matter	/la ba:s/	لا باس
like this	/bi-ha:l ha:dha/	بحال هٰذا
broken	/midagdag/	مدقدق
right	/hagg/	حقّ
wrong	/ghalat/	غلط

TALKING ABOUT WHERE YOU LIVE

Lesson Eleven

Objective: At the end of this lesson, you should be able to respond to questions about your place of residence, and describe in simple terms its location.

Translation of Dialogue:

Nafissa: How long have you been in Nouakchott?

Betsy: About 2 months.

Nafissa: Where do you live?

Betsy: I have a house near the new mosque.

Nafissa: The Saudi mosque?

Betsy: Yes, that's right.

Activities

1. Memorize the dialogue and practice it with a friend or your teacher.
2. Using the variants for duration of time, change the answer to the question posed in the first line. Learn the name of the place you are staying so you can answer with the appropriate response.

Suggestions for Use:

1. Learn the names for the various quarters in town. Find out what the names mean, or why certain areas are called in the way they are.
2. Draw a map of your town or site and learn the names of important locations.
3. Use the map of Nouakchott on page 86 to discuss important places in town, how to get from one place to another, the construct "where is...?" with prepositions of location.

الدّرس الحادي عشر

نفيسة	كم لك في نواكشوط ؟
بتسي	شهرين تقريباً
نفيسة	منين ساكنة ؟
بتسي	عندي دار قريبة من المسجد الجديد
نفيسة	المسجد السعودي ؟
بتسي	ايه هو

نفيسة	كم لك في نواكشوط ؟
بتسي	شهرين تقريباً
نفيسة	منين ساكنة ؟
بتسي	عندي دار قريبة من المسجد الجديد
نفيسة	المسجد السعودي ؟
بتسي	ايه . حقّ

BASIC MATERIAL: Dialogue for Memorization.

/nafi:sa/ - /kam l-ik vi nu:akshu:t?/

/bitsi/ - /shahrayn tagri:ban/

/nafi:sa/ - /mnayn sa:kina?/

/bitsi/ - /^{c}and-i da:r gari:ba min il-masjid il-jadi:d/

/nafi:sa/ - /il-masjid is-su^{c}u:di?/

/bitsi/ - /ahi:h hagg/

Notes on the Dialogue:

1. /kam l-ik/ means "how much for you?" addressed to a woman. /kam l-ak/ is the form for a man. See Grammar Handbook lesson on Interrogatives.
2. The suffix /-ayn/ added to a noun makes it "dual" or "two of" the same. See Grammar Handbook lesson on Plurals.
3. /tagri:ban/ means "about" or "approximately".
4. /sa:kina/ means literally "living". To a man, you would say /mnayn sa:kin?/. The verb in this case is what we call an "Active Participle". See Grammar Handbook for further explanation.
5. /gari:ba min/ means literally "near from". In this case, the feminine /gari:ba/ is used since /da:r/ is feminine.
6. /il-masjid il-jadi:d/ literally means "the mosque the new". For an explanation of this, see the Section on "Adjectives with Nouns" in the Grammar Handbook.
7. /is-su^{c}u:di/ here is an adjective meaning "Saudi" (Arabian).
8. /hagg/ means "That's right." or "That's correct."

ADDITIONAL MATERIAL: Names of places & landmarks.

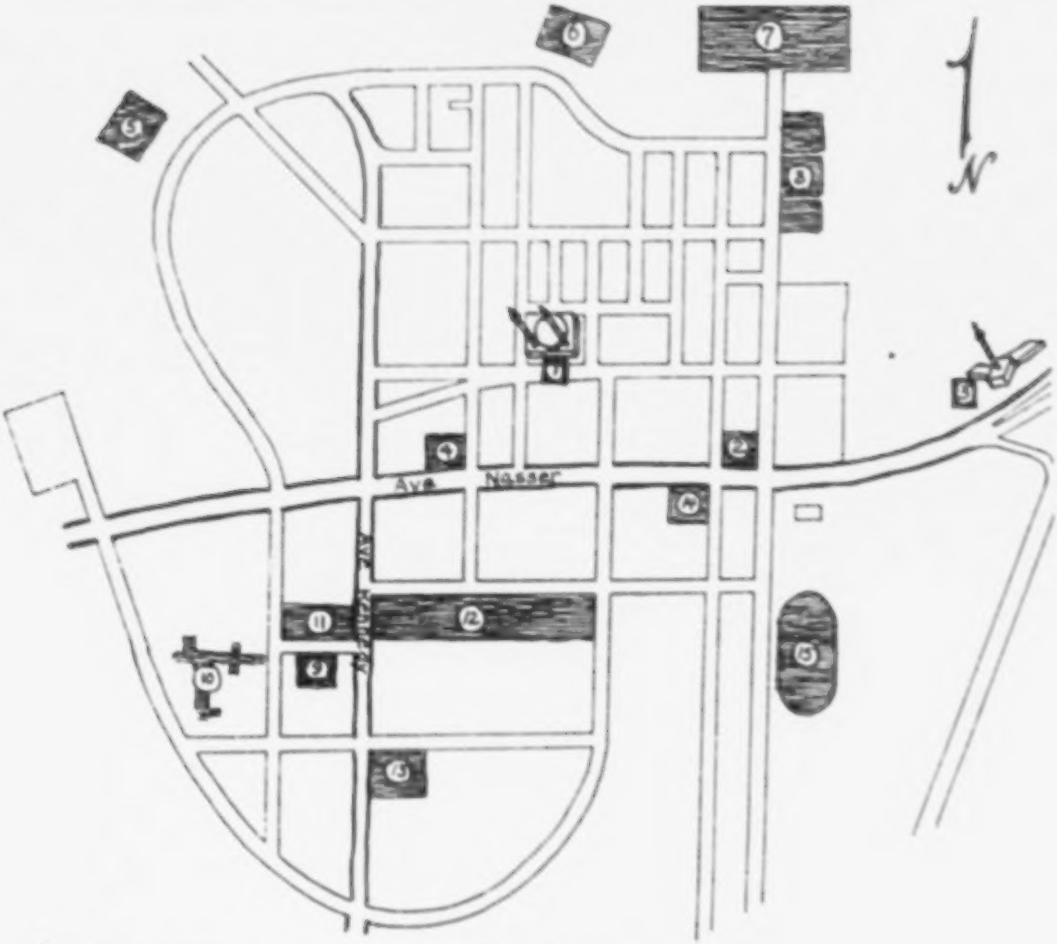
Learn the names of places which seem important to you. Use the accompanying list of prepositions and the map of Nouakchott to locate places and their relationship to each other. Try writing in Arabic the names of places you want to know and put them on the map in your book.

where is...?	/minayn/	منين
office	/maktab/	مكتب
restaurant (2)	/mat̲^{c}am/	مطعم
	/rastu:ra:n/	رستوران
hotel (2)	/uti:l/	وتيل
	/fundu:g/	فندق
bank	/bank/	بنك
embassy	/siva:ra/	سفارة
P.O.	/bu:s̲t̲a/	بوسطة
market	/mars̲a/	مرسة
hospital (2)	/t̲ab/	طب
	/mustashfa/	مستشفى
cinema	/si:nama/	سينما
ministry	/wiza:ra/	وزارة
school	/madrasa/	مدرسة

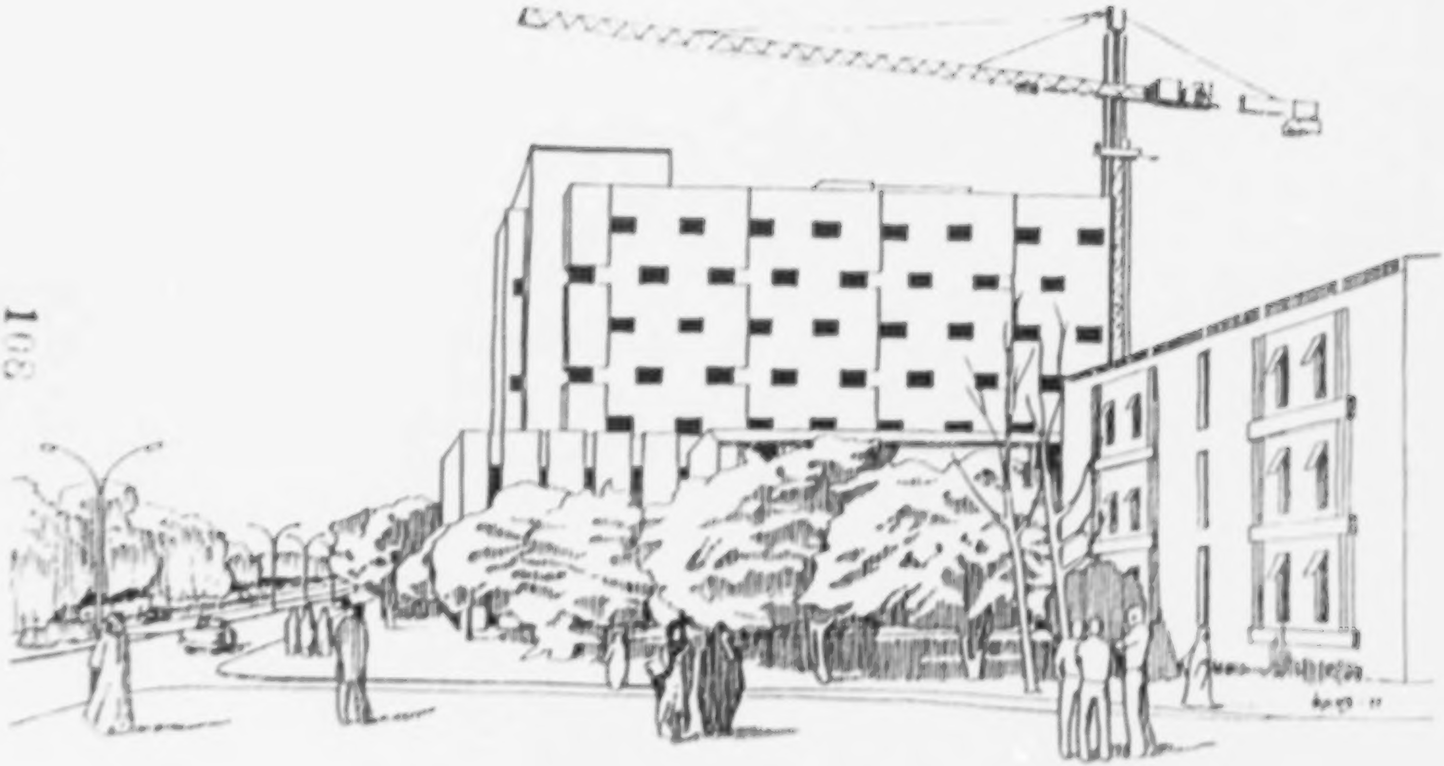
mosque (2)	/masjid/	مسجد
	/masyid/	مسيد
airport	/maṯa:r/	مطار
city (2)	/dashra/	دشرة
	/madi:na/	مدينة
desert, interior	/ba:diya/	بادية
sea	/baẖr/	بحر
port/harbor	/wa:kh/	واخ
company	/shari:ka/	شريكة

وما ربك بغافل عما تعملون

SUPPLEMENTARY MATERIAL: Nouakchott



① Saudi Mosque
② Post Office
③ New Mosque
④ Supermarket
⑤ French Embassy
⑥ U.S. Embassy
⑦ Presidency
⑧ Ministries
⑨ Peace Corps Office
⑩ Poulaar Market
⑪ Toucouleur Mosque
⑫ Old Market
⑬ Poly Clinic
⑭ Hotel Marhaba
⑮ Stadium



TAKING A TAXI

Lesson Twelve

Objective: At the end of this lesson you should be able to get around Nouakchott using a taxi and understand the taxi system.

Translation of Dialogue:

Randy: Taxi! Taxi!

Taximan: Where are you going?

Randy: I'm going to the 5ème.

Taximan: O.K. Get in.

* * * (later) * * *

Randy: Turn right at the Garden Road.

Taximan: All right.

Randy: Turn left. Stop here.

Taximan: O.K. That's (give) 20 u.m.

Randy: Here. Thank you.

Taximan: Goodbye.

Activities:

1. Memorize this dialogue and practice it with your teacher or a friend.
2. Add to the lines of this dialogue with appropriate personal information exchanges. Be prepared to be queried on your origin, reason for being here, etc.

Suggestions for Use:

1. Get into a taxi and ride around for an extended period of time, observing the sights. Many taxi drivers may not speak Arabic, so be prepared with your basic French.

LESSON TWELVE

الدّرس الثّاني عشر

رندي	تكسي ! تكسي !
تكسي مان	منين واحد ؟
رندي	انا واعد شور 5ème
تكسي مان	ايوا اركب
	بعد شوي
رندي	مع شارع لاحرند à droite
تكسي مان	ايوا
رندي	غيف سون à gauche
تكسي مان	زين . الاه عشرين اوقية
رندي	تاك شكراً
تكسي مان	ودعناك الملانا

رندي	تكسي : تكسي !
تكسي مان	منين واحد ؟
رندي	انا واحد شور 5ème
تكسي مان	ايوا . اركب

بعد شوي

رندي	à droite مع شارع لامريّد
تكسي مان	ايوا
رندي	à gauche قيف هون
تكسي مان	زين . الاه عشرين اوقية
رندي	هاك . شكراً
تكسي مان	ودعناك الملانا

LESSON TWELVE — TAKING A TAXI

BASIC MATERIAL: Dialogue for Memorization.

/randi/ - /taksi! taksi!/
/taksi ma:n/ - /minayn wa:^{c}id?/
/randi/ - /ana wa:^{c}id shu:r 5ème./
/taksi ma:n/ - /aywa irkib/

* * * (/ba^{c}ad shway/) * * *

/randi/ - /à droit ma^{c}a sha:ri^c la-harayyadh/
/taksi ma:n/ - /aywa/
/randi/ - /à gauche gi:f hu:n/
/taksi ma:n/ - /zayn. ila:h ^{c}ashri:n u:gi:ya/
/randi/ - /ha:k shukran/
/taksi ma:n/ - /wadda^{c}na-k il-mula:na/

Notes on the Dialogue:

1. /wa:^{c}id/ comes from a word meaning to have an appointment and is used here to mean "Where are you going?"
2. /irkib/ is the imperative of the verb meaning to "get in", or "get on" (e.g. a horse). To a woman it would be /irkibi/. See Grammar Handbook lesson on Imperatives for further reference.
3. /ma^{c}a sha:ri^c/ literally means "with the street" but translates here as "at" or "on".

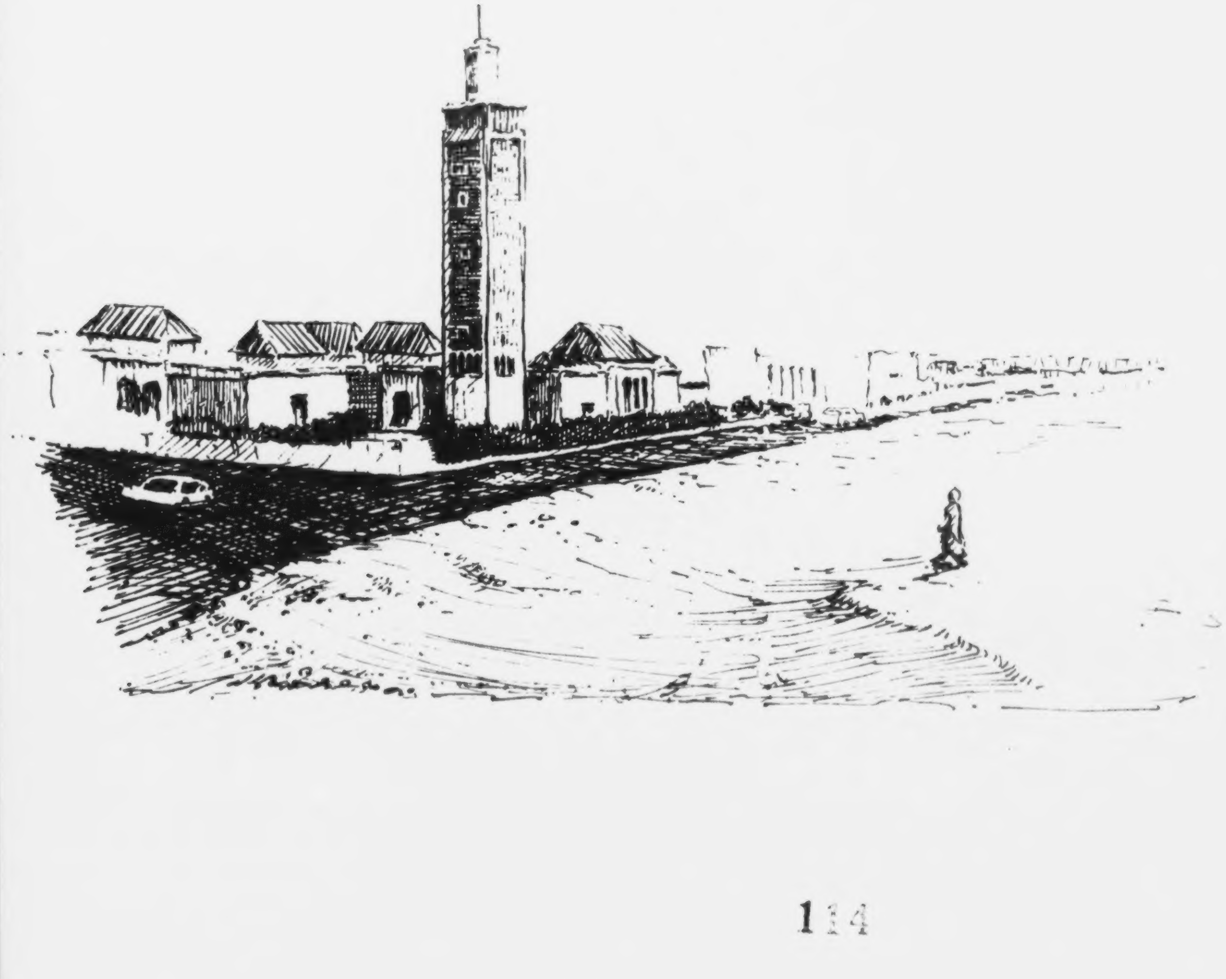
Cultural Note:

You will notice that French expressions are widely used in indicating directions, money, time and for titles. Names of streets and neighborhoods may also be identified by their French names. Taxis in Nouakchott generally circulate along two principal routes: north and south along Ave. Kennedy out to the 5eme and along Ave. Nasser between the hospital and the Ksar. Taking a taxi in a straight line on either of these two routes costs 10 u.m. If you wish to deviate from these routes in order to go to a particular location, the cost will be 20 u.m.

ADDITIONAL MATERIAL: Prepositions for locating:

near to (2)	/i$\underline{h}$adh min/ /gari:b min/	احذ من قريب من
far from	/ba^{c}i:d min/	بعيد من
in front of	/gudda:m/	قدام
behind	/wara/	ورا
beside/next to	/ivzi:r/	اغزير
in	/vi/	في
from	/min/	من
to	/ila/	الى
at	/^{c}and/	عند
between	/bayn/	بين
straight ahead	/igba:l/ /^{c}ala $\underline{t}$u:l/	اقبال على طول
on the left	/^{c}ala i:d il-^{c}asri/	على ايد العسري
on the right	/^{c}ala i:d il-^{c}irbi/	على ايد العربي
here	/hu:n/	هون
there	/hu:k/	هوك

TAKING A TAXI



TALKING ABOUT THE VOLUNTEER ROLE IN DEVELOPMENT

Lesson Thirteen

Objective: By the end of this lesson, you should be able to respond to questions about your role in Mauritania and its implications for development. When you learn the Supplementary Material, you should be able to recognize the Arabic terms for some organizations involved in development assistance.

Translation of Basic Material:

A: What do you do in Mauritania?

B: I'm a volunteer with the Peace Corps.

A: What's that?

B: A volunteer with the Peace Corps cooperates and works with the people.

A: How much are you paid per month? (lit. "how much do they pay you?")

B: About (amount) .

A: Who pays you?

B: The American government.

Activities:

1. Listen to some of your classmates "role-play" the dialogue.
2. Make changes where appropriate, and memorize the dialogue. Practice saying it with a classmate or friend.

LESSON THIRTEEN

الدّرس الثّالث عشر

ا اش تعدّل ڢي موريتانية ؟

ب انا متطوّع مع هيئة السّلام

ا شنهو هٰذا ؟

ب المتطوعين يعاونو ويشتغلو

مع الشعب

ا كم يخلّصوك ڢي الشّهر ؟

ب ______ تقريباً

ا منهو يخلّصك ؟

ب الحكومة الامريكية

الدّرس الثّالث عشر LESSON THIRTEEN

ا اش تعدّل في موريتانية ؟

ب انا متطوع مع هيئة السّلام

ا شنهو هٰذا ؟

ب المتطوعين يعاونو و يشتغلو مع الشعب

ا كم يخلّصوك في الشّهر ؟

ب ــــــ تقريباً

ا منهو يخلّصك ؟

ب الحكومة الامريكية

LESSON THIRTEEN

TALKING ABOUT THE VOLUNTEER ROLE IN DEVELOPMENT

BASIC MATERIAL: Dialogue for Adaptation and Memorization.

A: /ash t^{c}addal vi mu:ri:ta:niya?/

B: /ana mutatawwi^c ma^{c}a: hayyat is-sala:m/

A: /shinhu ha:dha?/

B: /il-mutatawwi^{c}i:n yi^{c}a:wanu wa yishtaghalu ma^{c}a sh-sha^{c}b/

A: /kam ykhallasu-k vi sh-shahr?/

B: /__________ tagri:ban/

A: /minhu ykhallas-ak?/

B: /il-haku:mat il-amri:kiya/

Notes on the Basic Material:

1. /mutatawwi^c/, "male volunteer". /mutatawwi^{c}a/, "female volunteer".
2. /yi^{c}a:wanu/ means "they cooperate".
3. /ma^{c}a sh-sha^{c}b/ means, "with the people".
4. /ykhallasu/, means "they pay".
5. /ykhallas-ak/ - Note the suffix ending. For further reference see Grammar Handbook Lesson on Direct Objects.
6. /il-haku:mat il-amri:kiya/ is an example of the Genitive construction. See Grammar Handbook for further practice.

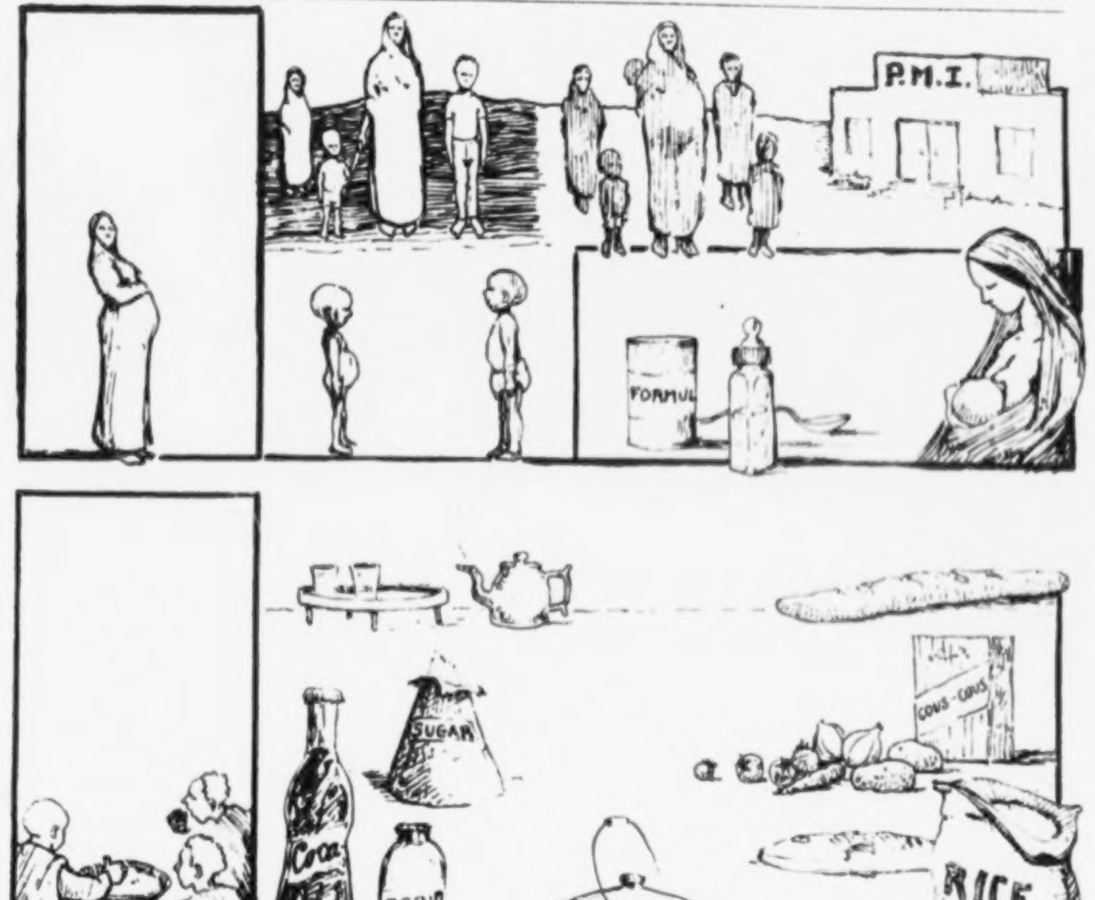
SUPPLEMENTARY MATERIAL: Names and terms important in Development.

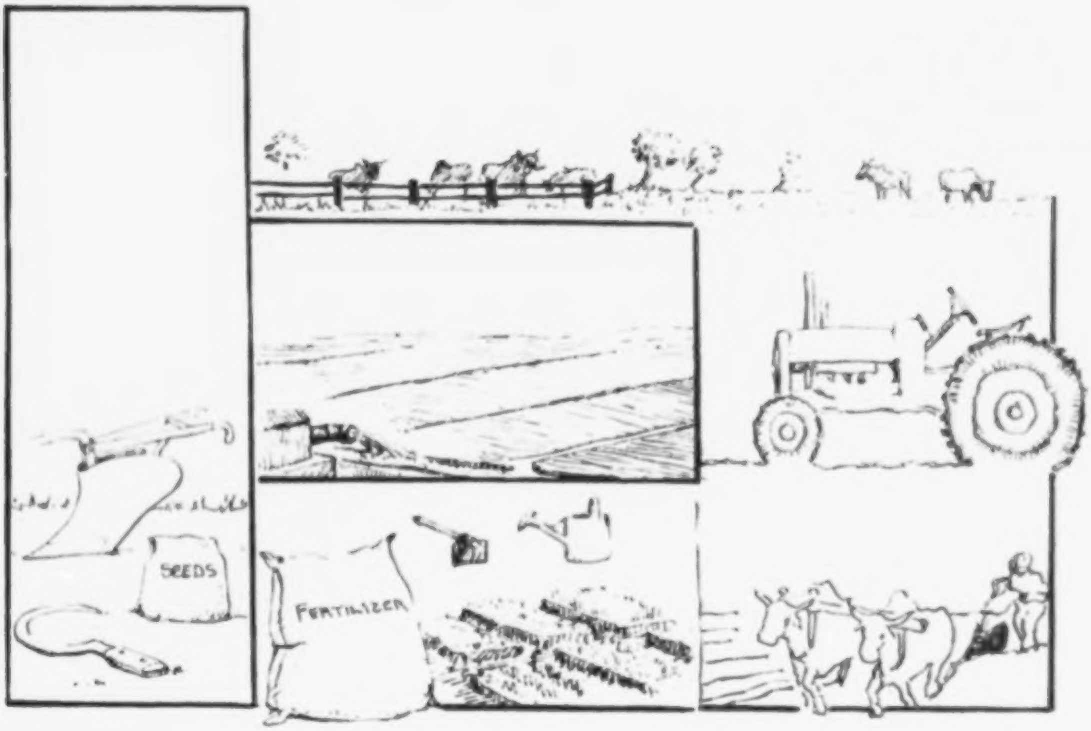
aid, assistance	/ta^{c}a:win/	تعاون
development	/tatwi:r/	تطوير
change	/taghyi:r/	تغيير
to provide	/wufara/	وفرة
project	/mashru:^{c}/	مشروع
USAID	/USAID/ (French)	
UNESCO	/UNESCO/ (French)	
UNICEF	/UNICEF/ (French)	
UNDP (UN Development Program)	/UNDP/ (French)	
"coopérants"	/co-operants/ (French)	
WHO	/O.M.S./ (French)	
OAU (2)	/OUA/ /munadhama il-wahida il-ifri:gi:ya/	منظمة الوحدة الافريقية
World Bank	/il-bank id-dawli/	البنك الدّولي
United Nations	/il-umam il-mutahida/	الامم المتحدة

"Ministre de la Coopération"	/wizart it-taᶜa:win/	وزارة التعاون
counterpart, colleague	/zami:l/	زميل
population	/sukka:n/	سكان
inhabitant	/sa:kan/	ساكن
country	/balad/	بلد
province	/wila:ya/	ولاية
region/district	/mintaga/	منطقة
capital	/ᶜa:s̱ima/	عاصمة
communications/ transport	/tawa:s̱ila:t/	تواصلات
reconstruction	/ᶜa:da il-bana'/	عادة البناء

لَقَدْ كَانَ لَكُمْ فى رَسُولِ اللهِ أُسْوَةٌ حَسَنَةٌ

Verily in the messenger of Allah ye have a good example. . . .
(The Qur'an, XXXIII, 21)


P.M.I.
FORMUL
SUGAR
COUS-COUS
Coca
DARIO
RICE



Suggestions for Use:

1. Study each picture carefully and think about what each might suggest about development problems and solutions in Mauritania.

2. Ask your teacher for the vocabulary you need to hold a discussion on these topics.

3. Prepare a small "speech" about one of the topics and give it to the class.

4. Refer back to these pictures after you have completed the last lessons in the book on health and agriculture, and add more ideas at that time.

TELLING TIME

Lesson Fourteen

Objective: At the end of this lesson, you should be able to ask the time of day and respond to a similar question from some one else. By learning the Additional Material, you should be able to use common time phrases.

Translation of Dialogue:

You:	What's the time?
Ahmad:	It's ten thirty.
You:	Pardon me?
Ahmad:	Ten thirty.
You:	Thank you. Goodbye.
Ahmad:	Goodbye.

Activities:

1. Learn the first and second lines by heart.
2. Choose appropriate answers to the question "What time is it?" from the Additional Material in this lesson.

Suggestions for Use:

1. Find out what times of the day most shops and markets are open.
2. Notice what time the five daily prayers occur. Do you think they will remain at the same "watch time" all year round?

LESSON FOURTEEN

الدّرس الرّابع عشر

انت شنهو الوقت ؟

احمد هٰذي عشرة و نصّ

انت نعم ؟

احمد هٰذي عشرة و نصّ

انت شكراً . في امان الله

احمد في امان الله

الدّرس الرّابع عشر LESSON FOURTEEN

انت	شنهو الوقت
احمد	هٰذي عشرة و نصّ
انت	نعم؟
احمد	هٰذي عشرة ونصّ
انت	شكراً. في امان اللّٰه
احمد	في امان اللّٰه

LESSON FOURTEEN   TELLING TIME

BASIC MATERIAL: Dialogue for memorization:

/inta/ - /shinhu il-wagt?/

/ahmad/ - /ha:dhi ^{c}ashra wa nuss/

/inta/ - /na^{c}am?/

/ahmad/ - /ha:dhi ^{c}ashra wa nuss/

/inta/ - /shukran. vi aman illa:h/

/ahmad/ - /vi aman illa:h/

Notes on the Dialogue:

1. Another way to ask the time is /esmin wagt/. You may hear this in certain parts of the country.
2. Note the use of the feminine form /ha:dhi/ when used with a clock time.
3. /na^{c}am/ is one of many ways to ask someone to repeat what they said.
4. /vi aman illa:h/ is another Standard Arabic leave-taking.

ADDITIONAL MATERIAL: Hours of the clock.

Learn these special forms referring to "clock time":

/is-sa:^{c}a wa:hida/	1:00	السّاعة واحدة
/is-sa:^{c}a thintayn/	2:00	السّاعة ثنتين
/is-sa:^{c}a thala:tha/	3:00	السّاعة ثلاثة
/is-sa:^{c}a arba^{c}a/	4:00	السّاعة اربعة
/is-sa:^{c}a khamsa/	5:00	السّاعة خمسة
/is-sa:^{c}a sitta/	6:00	السّاعة ستّة
/is-sa:^{c}a saba^{c}a/	7:00	السّاعة سبعة
/is-sa:^{c}a thama:niya/	8:00	السّاعة ثمانية
/is-sa:^{c}a tisa^{c}a/	9:00	السّاعة تسعة

/is-sa:^{c}a ^{c}ashra/	10:00	السّاعة عشرة
/is-sa:^{c}a hid^{c}ash/	11:00	السّاعة حدعش
/is-sa:^{c}a ithna^{c}ash/	12:00	السّاعة اثنعش

Notes on the Additonal Material:

1. Note the special form of "two" /thintayn/ used in "two o'clock".
2. /is-sa:^{c}/ means "hour".
3. /wa:hida/ is used because /is-sa:^{c}a/ is feminine.

Other important time expressions:

quarter	/ruba^{c}/	ربع
third	/thulth/	ثلث
half	/nuss/	نصّ
less (2)	/illa/	الّا
	/gas/	قس
approximately	/tagri:ban/	تقريباً

ADDITIONAL MATERIAL: Time & Duration.

late	/muta:'khar/	متأخر
early	/bil^{c}ajila/	بالعجلة
second	/tha:nia/	تانية
minute	/dagi:ga/	دقيقة
minutes	/dga:ig/	دقائق
hour	/is-sa:^{c}a/	الساعة
hours	/sa:^{c}a:t/	ساعات
date	/ta:ri:kh/	تاريخ
day	/yawm/	يوم
days	/iya:m/	ايام
week	/isbu:^{c}/	اسبوع
weeks	/isa:bi:^{c}/	اسابيع
two weeks	/isbu:^{c}ayn/	اسبوعين
month	/shahr/	شهر

months	/shuhu:r/	شهور
year	/^{c}a:m/	عام
years	/^{c}ama:n/	عمان
2 years	/^{c}ami:n/	عمين
yesterday	/ya:mis/	يامس
today	/il-yawm/	اليوم
tomorrow	/is-subh/	الصّبح
day after tomorrow	/in-niha:r illi ma:hu is-subh/	النهار اللي ما هو الصبح
last week	/il-isbu:^{c} il-fa:yit/	الاسبوع الفايت
next week (2)	/il-isbu:^{c} il-ja:y/ /il-isbu:^{c} il-muqbil/	الاسبوع الجاي الاسبوع المقبل
last month	/ish-shahr il-fa:yit/	الشهر الفايت
next month (2)	/ish-shahr il-ja:y/ /ish-shahr il-muqbil/	الشهر الجاي الشهر المقبل
last year	/il-^{c}a:m il-fa:yit/	العام الفايت
next year (2)	/il-^{c}a:m il-ja:y/ /il-^{c}a:m il-muqbil/	العام الجاي العام المقبل

Note:

The cultural note on the following page contains an important Arabic proverb. For additional proverbs see Appendix in this Handbook.

Cultural Note:

In the Arab world, the concepts of time and space are not viewed with such awe as in other cultures. Things take place on a human level; people are more important than events. A common Arabic proverb says:

Haste is from the Devil.

/il-ᶜajla min ish-shayt̲a:n/ العجلة من الشيطان

Punctuality is not as important in the Arab world as it is for us in the West. The philosophy governing appointments is that implied in the expression:

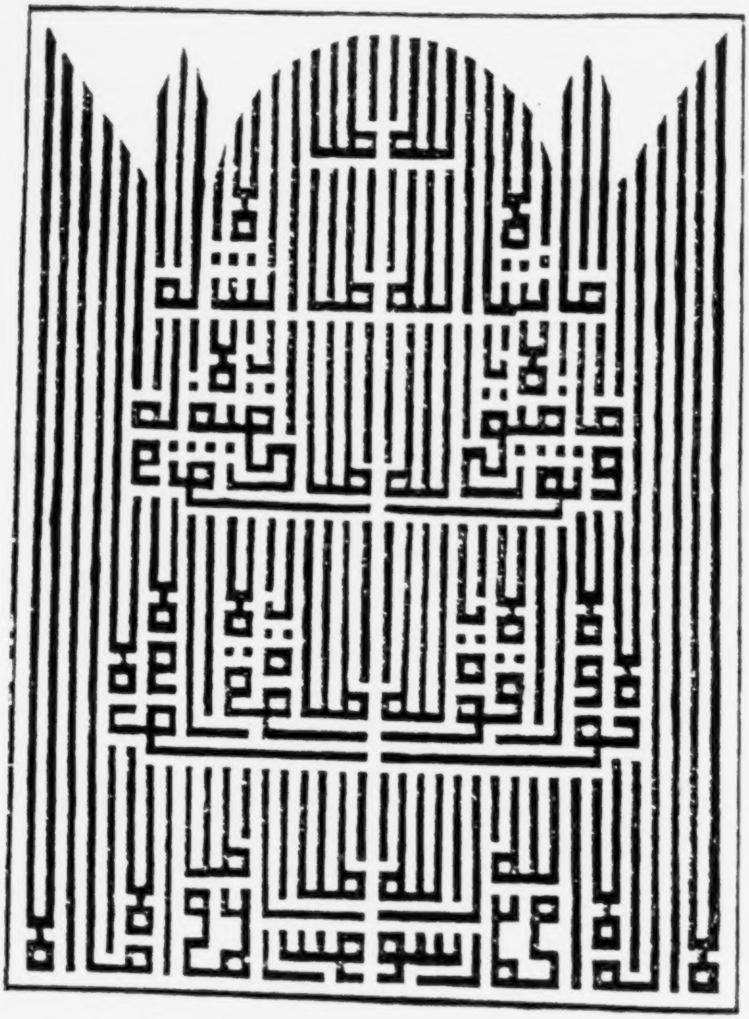
God willing.

/in sha' alla:h/ إن شاء الله

If God wills that the appointment be kept, it will be kept. If God doesn't, it won't, and there is nothing that can be done and no reason to be upset. It was simply not fated to happen. This can be very frustrating for Westerners, who have just as mystical an attachment to a rational, ordered and controllable time frame as the Arabs do to the idea that nothing is for certain. What is at conflict here is not just respect for time, but a more profound difference in perception of time. So when people say to you that they will meet you at six o'clock, God willing, it does not mean necessarily that they will not be there, but the possibility exists. You should not complain if they are twenty minutes late. Always bear in mind that things which we hold sacrosanct in our own culture are not always regarded in the same light or considered as important in other cultures. If you in turn should be late and ready to apologize profusely, the first thing you are likely to hear is

"it doesn't matter"
or /la ba:s/ لا باس
"never mind"

TIME



FUTURE APPOINTMENTS

Lesson Fifteen

Objective: At the end of this lesson you should be able to use the future tense to make an appointment to see someone.

Translation of Dialogue:

Peg: Is Madame Ba here?

Official: No, she isn't in now. She's at the embassy.

Peg: When will she come back?

Official: About 3:00. God willing.

Peg: O.K. Tell her I'll come to see her at 5:00.

Official: God willing. Goodbye.

Activities:

1. Memorize the dialogue, making appropriate changes.
2. Vary the questions and replies according to your own professional or situational needs.

Suggestions for Use:

Heads of agencies and department chiefs with whom you may have dealings in your work frequently are away from their offices. Use this dialogue or a similar one to indicate your intention to return at a later time.

الدّرس الخامس عشر

بق	مدام باء هون ؟
مؤظّف	ابدا . ماهي هون ذرك .
	هي في السّفارة
بق	اينتا لاهي ترجع؟
مؤظّف	السّاعه تلاتة إن شاء الله
بق	ابرا . قول لها انا لاسي نجي
	نشوفها في السّاعة خمسة
مؤظّف	إن شاء الله . مع السّلامة
بق	مع السّلامة

بق مدام بار هون ؟

موظّف ابدا . ماهي هون ذرك
هي في السّفارة

بق اينتا لاهي ترجع ؟

موظّف السّاعة ثلاثة إن شاء الله

بق ايوا . قول لها انا لاهي نجي
نشوفها في السّاعة خمسة

موظّف إن شاء الله . مع السّلامة

بق مع السّلامة

BASIC MATERIAL: Dialogue for Memorization.

/bag/ - /mada:m ba:' hu:n?/

/mu'adhdhaf/ - /abda, ma:hi hu:n dhark/
hiya vi s-siva:ra/

/bag/ - /aynta lahi tirja^{c}?/

/mu'adhdhaf/ - /is-sa:^{c}a thala:tha in sha:' alla:h/

/bag/ - /aywa. gu:l il-ha ana lahi nji
nshu:v-ha vi s-sa:^{c}a khamsa/

/mu'adhdhaf/ - /in sha:' alla:h. ma^{c}a s-sala:ma/

/bag/ - /ma^{c}a s-sala:ma/

Notes on Basic Material:

1. /dhark/ means "now".
2. /aynta/ means "when". See Grammar Handbook Lesson on Interrogatives.
3. /lahi/ is used to indicate future tense. See Grammar Handbook Lesson on future tense.
4. /gu:l il-ha/ means literally "tell to her". See Grammar Handbook lesson on Indirect Objects for use of /li/ + suffix pronouns.

Cultural Note:

"N'shallah" (if God willed or God willing) is a formula employed by Muslims following any reference to the future or to projected plans. This "N'shallah" is often interpreted by Westerners as expressive of Arab fatalism, but might just as well be explained as a humility in the face of the limitations of man's capabilities.

DAILY ACTIVITIES

Lesson Sixteen

Objective: At the end of this lesson you should be able to describe your daily activities using adverbs of frequency.

Translation of Basic Material:

Vocabulary:

What do you do every day?

I get up
I wash
I dress
I drink tea
I eat breakfast
I walk
I go to work

1) usually
2) sometimes
3) always
4) never
5) next, then
7) about, almost

Vocabulary in context: Narrative.

I usually get up at 7:00.
Then I wash and dress.
I always drink tea.
Sometimes I eat breakfast in the restaurant.
I walk to work about 8:00.
I go to the office.
I walk to the hospital.

Activities: (Cont'd on page 120)

1. Practice and learn the sentences describing morning activities above. Tell the rest of your class in a "narrative" using time expressions, your own morning activities. Vary times of the day and activities where appropriate.

LESSON SIXTEEN

الدّرس السّادس عشر

شنعمل كل نهار عادةً ؟

نقوم

نتغسّل

نتلبس

نشرب اتاي

نصطبح

نمشي

نقيس الشّغلة

عادةً

مرّة مرّة

دائماً

ابداً

ورا ذاك   عاقب ذاك

تقريباً

جملات

عادةً نقوم السبعة

ورا ذاك نتغسّل و نتلبس

نشرب اتاي دائماً

مرّة مرّة نصطبح في المطعم

نقيس الشّغلة الثمانية تقريباً

نقيس المكتب

نمشي الى الطب

الدّرس السّادس عشر

LESSON SIXTEEN

ستعمل كل نهار عادةً ؟

نقوم
نتغسّل
نتلبس
نشرب اتاي
نصطبح
نمشي
نقيس الشّغلة

عادةً
مرّة مرّة
دائماً
ابداً
ورا ذاك عاقب ذاك
تقريباً

جملات

عادةً نقوم السّبعة
ورا ذاك نتغسّل و نتلبس
نشرب اتاي دائماً
مرّة مرّة نصطبح في المطعم
نقيس الشّغلة الثمانية تقريباً
نقيس المكتب
نمشي الى الطب

BASIC MATERIAL:

Vocabulary.

/sht^{c}addal kul nha:r ^{c}a:datan?/

/nigu:m/

/nitghussal/

/nitlibis/

/nishrub atay/

/nis̲ut̲bah̲/

/nimshi/

/nigi:s ish-shughla/

/^{c}a:datan/

/marra marra/

/da':iman/

/abadan/

/ura dha:k/, /^{c}a:gib dha:k/

/tagri:ban/

Vocabulary in context: Narrative for Memorization.

/^{c}a:datan nigu:m is-saba^{c}a/

/ura dha:k nitghussal wa nitlibis/

/nishrub atay da':iman/

/marra marra nis̲ut̲bah̲ vi il-mat̲^{c}am/

/nigi:s ish-shughla ith-thama:niya tagri:ban/

/nigi:s il-maktab/

/nimshi ila-t̲-t̲ab/

Activities (cont'd from page 116):

2. Choose the name of a third person (Ahmed, Fatimatu, etc.) and make up a fictionalized account of his/her morning activities. Learn new vocabulary from your teacher where necessary.

3. Translate the following questions into Arabic and ask each other about daily routines:

   When do you get up?

   What do you do after you get up?

   Do you make tea or coffee?

   Do you always eat breakfast?

   When do you go to work?

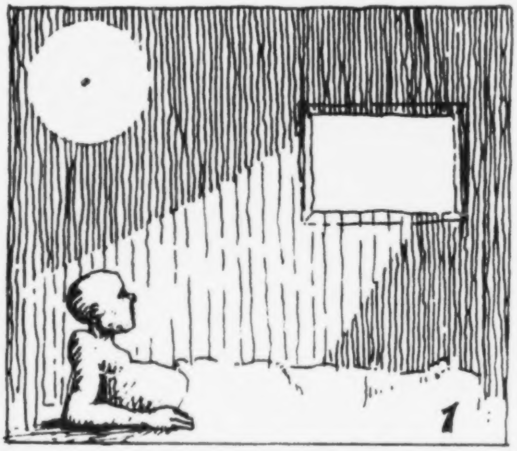
   How do you go to work?

4. Use the pictures on the next page to practice further questions and responses.

Suggestions for Use:

1. Since these are what might be called "personal information questions", caution might be advised in making "random surveys" using questions like these. These are the kinds of questions, however, which persons involved in health projects often have to ask regarding health and nutrition.

2. Make up simple step-by-step accounts of other daily activities. Learn from your teacher how to say activities which seem important.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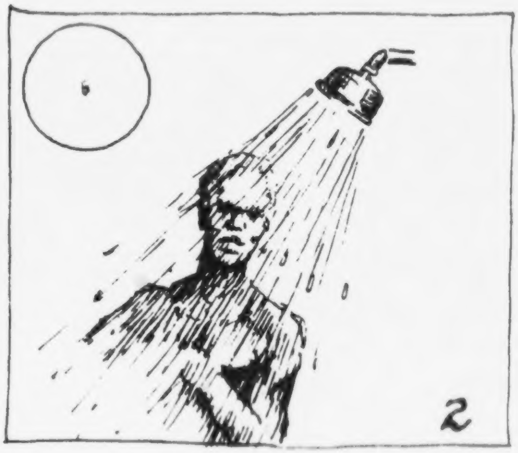
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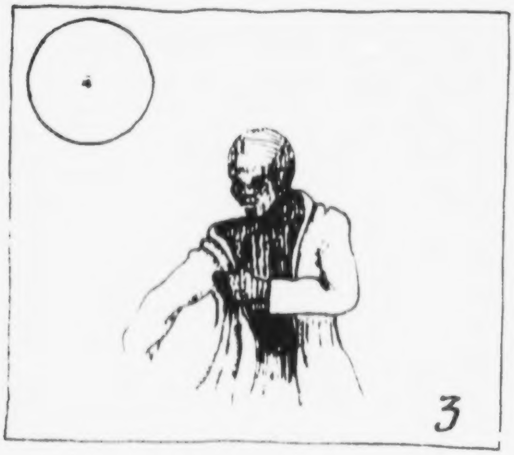
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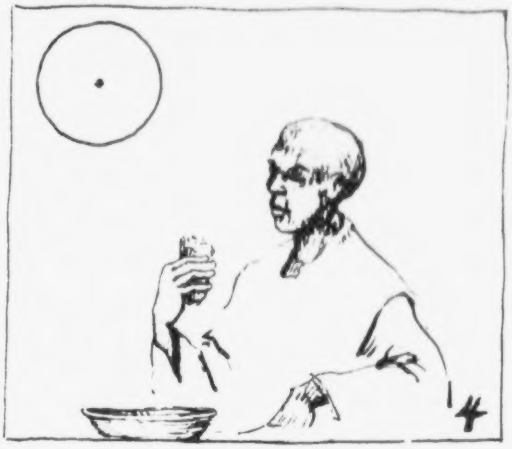
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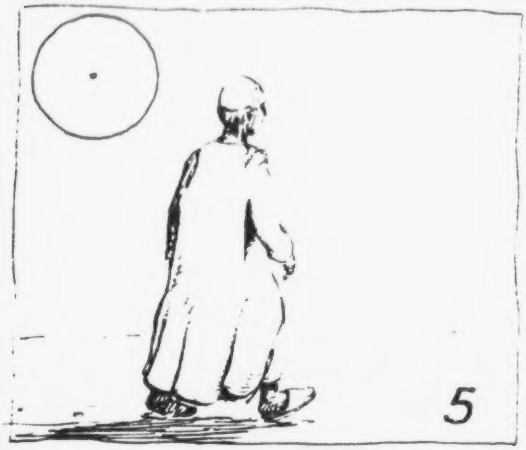
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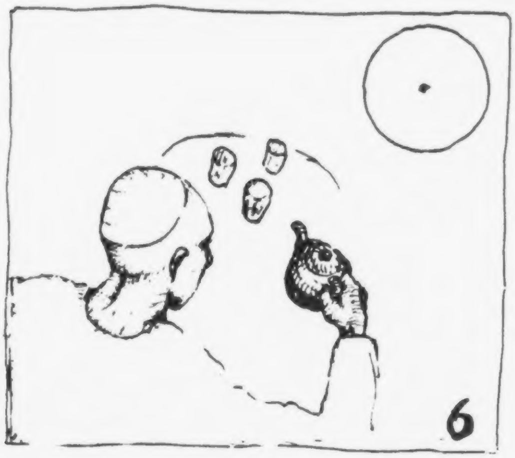
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DESCRIBING OBSERVATIONS

Lesson Seventeen

Objective: At the end of this lesson, you will be able to describe what you see in a typical street scene, based on the illustration contained here, as well as your imagination and intuition.

Translation of Basic Material:

New Vocabulary:

picture

man

men

woman

women

sky

blue/green

white

clothes

a lot of

he is carrying

he is wearing

he is buying

bou-bou

turban

sandals

trousers

shirt

small

large/big

malahfa

Model sentences:

1. The man on the left is wearing a bou-bou.
2. The man on the right is wearing a bou - bou, sandals and a turban.
3. The woman is wearing a malahfa.
4. There are a lot of people in the market.

الدّرس السّابع عشر

حامل

لابس

شاري

دراعة

حولي

نعايل

سروال

تركي

إصغير

اكبير

ملحفة

صورة

راجل

رجّال

مراة

عليات

سماء

اخضر

ابيض

لباس

ياسر من

جملات

١ الرّاجل على ايد العربي لابس دراعة

2 الرّاجل على ايد اليسري لابس دراعه و
نعايل و حولي

3 المراة لابسة الملحفة

4 خالق ياسر من الناس في المرصة

حامل
لابس
شاري
دراعة
حولي
نعايل
سروال
تركي
اصغير
اكبير
ملحفة

صورة
راجل
رجال
مراء
عليات
سماء
اخضر
ابيض
لباس
ياسرمن

جملات

١ الرّاجل على ايد العربي لابس دراعة
2 الراجل على ايد اليسري لابس دراعة و نعايل و حولي
٣ المراء لابسة الملحفة
٤ خالق ياسرمن الناس في المرصة

LESSON SEVENTEEN

DESCRIBING OBSERVATIONS

Basic Material:

New Vocabulary.

/su:ra/

/ra:jil/

/rijja:l/

/mara:/

/i^{c}lya:t/

/sima:'/

/akhdhar/

/abyadh/

/liba:s/

/ya:sir min/

/ha:mal/

/la:bas/

/sha:ri/

/dira:^{c}a/

/hawli/

/na^{c}a:yil/

/sirwa:l/

/tirki/

/isghi:r/

/ikbi:r/

/malahfa/

Model sentences:

1. /ir-ra:jil ^{c}ala i:d il-^{c}arbi la:bas dira:^{c}a/
2. /ir-ra:jil ^{c}ala i:d il-yasri la:bas dira:^{c}a wa na^{c}a:yil wa hawli/
3. /il-mara: la:bsa il-malahfa/
4. /kha:lig ya:sir min in-na:s vi-l-marsa/

Activities:

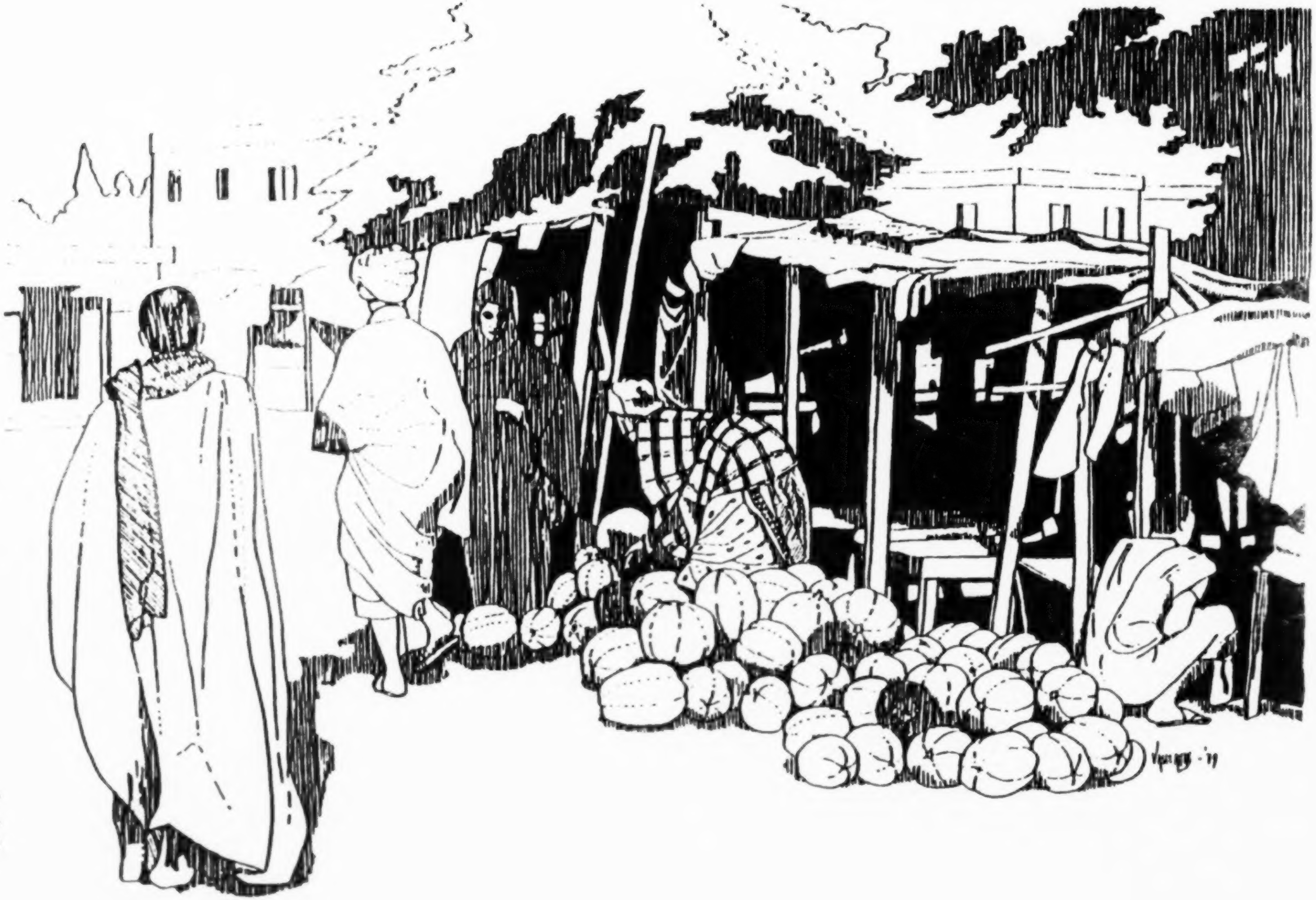
1. Learn the words in the vocabulary list accompanying the illustration. Be able to describe features in the illustration to your classmates. Prepare a 20-30 second narrative description which you will deliver to the group.
2. Make a "chain description" of this or another illustration, with each person contributing one sentence describing something in the picture.

Suggestions for Use:

1. Bring in one of your own photographs and describe it while showing it to your classmates.
2. Study a photograph for 2 minutes, and then give it to someone else while you try to remember and say everything that was in the picture.

Notes on the Basic Material:

1. /i^{c}lya:t/, "women", is considerably different from the singular, /mara/. See Grammar Handbook for more information on plurals.
2. /ya:sir min/ literally means "a lot from".
3. Note that in the vocabulary listed here, the verbs are introduced in the masculine participle form. See Grammar Handbook for further information on the use of participles.



SUPPLEMENTARY MATERIAL:

Suggested Activities:

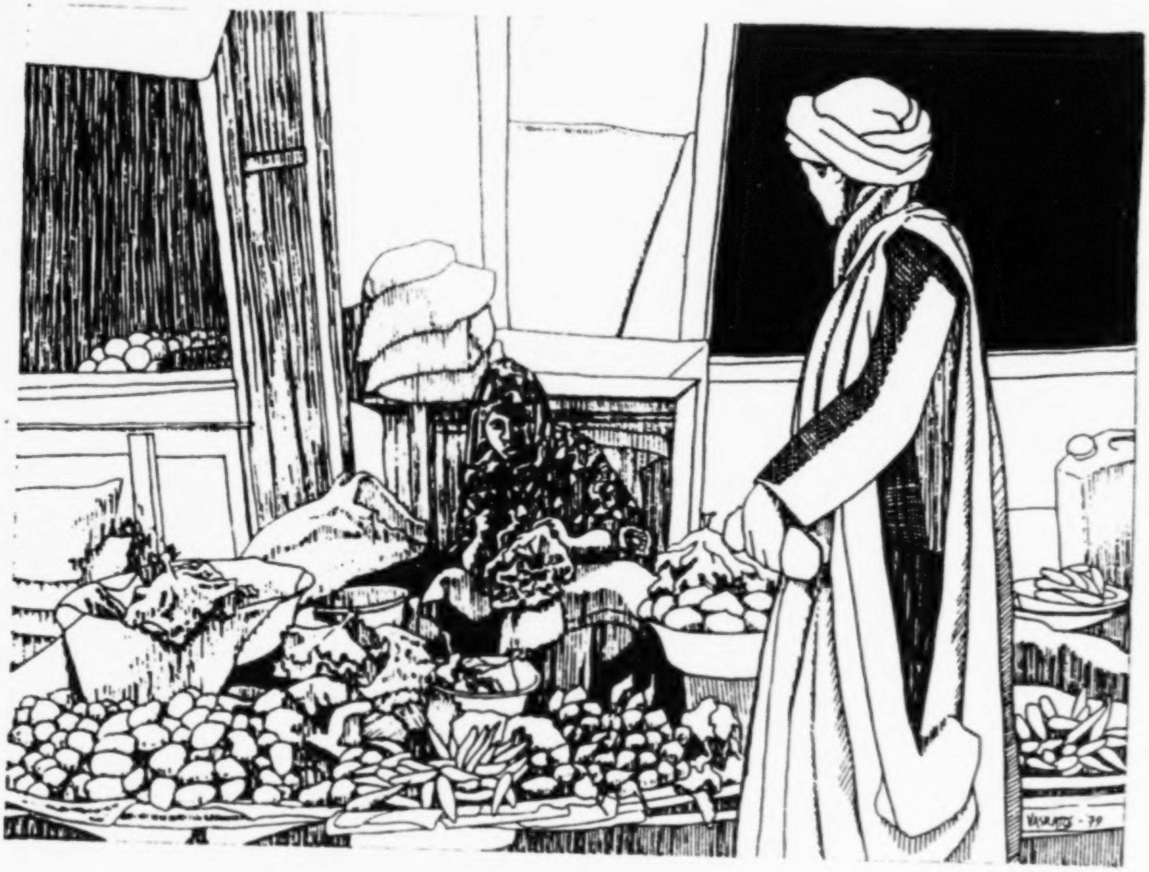
1. Using the vocabulary you have learned in the first part of Lesson 17, try to describe what you see in the illustration which accompanies this Supplement. Make up connected sentences which might tell a kind of story of this scene. You could begin by learning the names for the vegetables and wares which the woman is selling. The following words may be useful to you:

sit	/yig^{c}id/	يقعد
stand	/yu:gif/	يوقف
ask	/yisuwwal/	يسوّل
look for	/ylawwad/	يلوّد

2. Using the verb paradigms you have learned before, make correct sentences using the verbs in the list above. Memorize the adjectives in the list which follows. Make sentences which your teacher can verify for accuracy.

LESSON SEVENTEEN

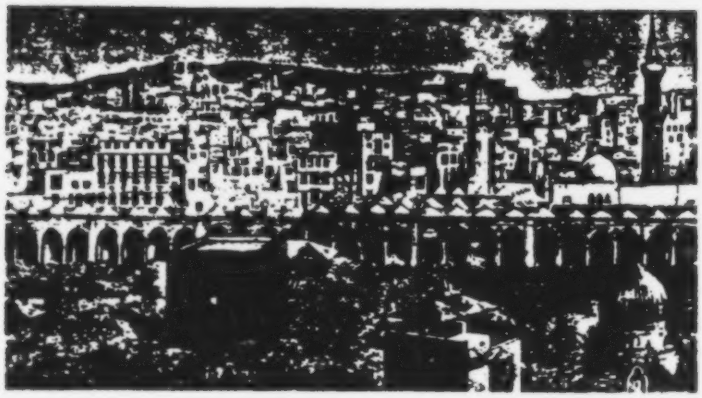
DESCRIBING OBSERVATIONS: COLORS


YASRATTE - 79

ADDITIONAL MATERIAL: Colors. See Grammar Handbook for information on Adjective Gender

red (m)	ahmar			أحمر
(f)	hamara			حمراء
(pl)	hamar			حمر
green blue (m)	akhdhar			أخضر
(f)	khadhara			خضراء
(pl)	khudhar			خضر
yellow (m)	asfar			أصفر
(f)	safara			صفراء
(pl)	safar			صفر
black (2) (m)	akhal	أكحل	/aswa:d/	أسود
(f)	kahala	كحلاء	/sawada/	سوداء
(pl)	kahal	كحل	/sawad/	سود
white (m)	abyadh			أبيض
(f)	baydha			بيضاء
(pl)	bayadh			بيض

brown (m)	adkhan	أدخن
(f)	dakhana	دخناء
(pl)	dakhan	دخن



Pilgrims at Mecca encircle the *Ka'ba*

Cultural Note

You may find that perception of color quality in Mauritania may differ from ours. All blues and greens will be akhdhar and many yellows, oranges and browns will simply be ahmar - red.

HOSPITALITY AND COURTESY

Lesson Eighteen

Objective: By the end of this lesson, you should be able to extend greetings to someone's family and to deal with traditional conventions of Arab courtesy and hospitality.

Basic Material:

PCV:	Hello, Brahim. How are you? Will you see Mohammed today?
Ibrahim:	Yes, I am going to his house tonight.
PCV:	(Could you) take this letter and give it to him when you see him?
Ibrahim:	O.K.
PCV:	And say hello to his family for me.
Ibrahim:	God willing.

Activities:

1. Memorize the dialogue with the help of your teacher or a friend.
2. Take turns acting out the dialogue with different classmates.
3. Vary the names and gender of the dialogue where appropriate.

Suggestions for Use:

1. Study the Cultural Note in this Lesson for clues to how your Arab friends view such courtesies as extended greetings. Decide who you should remember to send greetings to in similar circumstances.

منطوّع اهلاً يا براهيم . ياك الخير ؟
لاهي نشوف محمّد اليوم ؟

براهيم اهيه. لاهي نقيس داره
اللّيلة هٰذي

منطوّع إقبض البراوة هٰذي و عطيها لُه
اينتا تشوفه

براهيم طيّب

منطوّع وسلّم على أُسرتُه منّي

براهيم إن شاء الله

متطوّع اهلاً يا براهيم. ياك الخير؟
لاحِي تشوف محمّد اليوم؟

براهيم اهيه. لاحِي نقيس داره
اللّيلة هٰذي

متطوّع إقبض البراوه هٰذي و عطيها لُه
اينتا تشوفه

براهيم طيّب

متطوّع و سلّم على اسرتُه منّي

براهيم إن شاء اللّٰه

BASIC MATERIAL: Dialogue for Memorization.

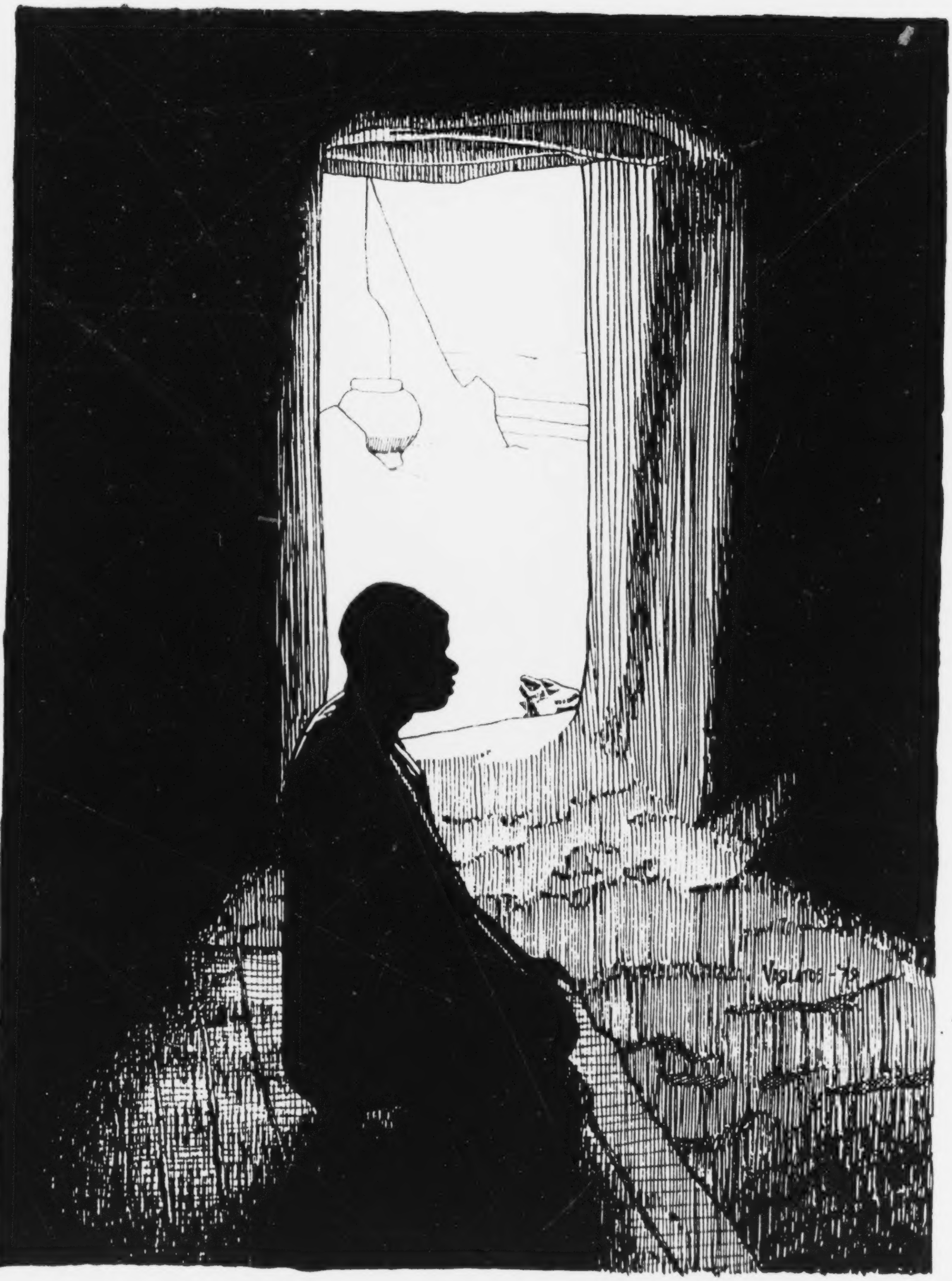
/mutatawwi^c/ - /ahlan ya bra:hi:m ya:k il-khayr? lahi tshu:v muhammad il-yawm?/
/brah:hi:m/ - /ahi:h lahi ngi:s da:r-u il-layla ha:dhi/
/mutatawwi^c/ - /igbadh il-bra:wa ha:dhi wa ^{c}ati:ha-l-u aynta tshu:v-u./
/brah:hi:m/ - /tayyib./
/mutatawwi^c/ - /wa sallim ^{c}ala usrat-u min-ni/
/brah:hi:m/ - /in sha:' allah/

Notes on Basic Material:

1. /ya/ here is a vocative, used when calling to someone.
2. /lahi/ is used to indicate future tense. See Grammar Handbook lesson on Future Tense.
3. /ngi:s/ means to go somewhere and does not take the preposition /li/ or /shu:r/ as would /nimshi/.
4. /igbadh/ is the imperative of the verb "take". For a woman it would be /igbadhi/.
5. /^{c}ati:ha-l-u/ shows the use of the Indirect Object. See Grammar Handbook for further reference.
6. /tayyib/ is an alternative word used to mean "O.K." or "all right".
7. /wa sallim ^{c}ala usrat-u min-ni/ means literally "and greet on his family from me".

Cultural Note:

It is considered important to extend your personal greetings to families whom you have met, even if only briefly. If you are invited to a Mauritanian home for a meal, you are not expected to bring tokens or presents for your hosts, or to contribute anything to the meal. Expect to spend a long time before, during and after a meal, and to be exhorted to eat copious amounts of everything. Your hosts will pride themselves on the hospitality they are extending, and attention will be paid to the enthusiasm which you bring to the consumption of food. This is traditional Arab hospitality at its best, and can be one of the most satisfying aspects to your stay in Mauritania.



LEARNING ABOUT ISLAM

Lesson Nineteen

Objective: At the end of this lesson, you should be able to name the most important moral duties of a person professing the Islamic faith. You should also be able to describe the traditions surrounding the month of Ramadan, and name the important Islamic holidays during the year.

Cultural Note:

"The most important of the ritual and moral duties incumbent on all Muslims are prayer, almsgiving, fasting and pilgrimage. Custom and tradition have supplied the gaps which the Qur^{c}an leaves and have welded its prescriptions into a well-defined system, based theoretically on the practice of the Prophet himself. For the broad outlines doubtless the Prophet's example was faithfully recorded and adopted. . The Qur^{c}an appears to require only three prayers a day, but the tradition insists on five: the first begins at sunset, and is followed by the night, dawn, noon and mid-afternoon prayers. The faithful are called to prayer by the muadhdhin, who...cries with a powerful and penetrating voice: 'God is most great. I testify that there is no God but God. I testify that Muhammed is God's apostle. Come to prayer, come to security. God is great.' Each clause is repeated at least once and the morning call reminds Muslims that 'prayer is better than sleep.'"

Islam, A. Guillaume, p. 66.

Ramadan: The month of fasting.

Ramadan	ramada:n	رمضان

Unlike many of our festivals and holidays which are governed by a solar calendar and fall on a definite date each year, Muslim festivals, governed by a lunar calendar, advance by approximately 10 days each year. So, if Ramadan begins on August 1 in 1978, it will probably begin on July 21 in 1979, and so on, taking 33 years to complete a cycle.

The Qur^{c}an expressly orders that the fast continue throughout the month of Ramadan. Fasting can be a very great strain, especially when it falls in the summer months when temperatures over 100 degrees must be coped with. The fast begins before dawn of the day after the new moon of the month of Ramadan appears. Each country has its own moon viewers who, on sighting the new moon, telephone or telegraph the news so that the beginning of the fast can be broadcast nationally. In some countries the news is announced by the firing of a cannon.

Fasting means abstaining from all food and drink, smoking and sexual intercourse from that moment in the early morning when it is possible to distinguish a black thread from a white thread. It continues through the hours of daylight until the sun sinks below the horizon. Often, cannons are also used to announce the end of each day's fast.

Certain people are exempt from fasting; the sick, pregnant women, young children and travellers. Travellers and the sick and pregnant, too are expected to fast an equal number of days later, at their convenience.

The rhythm of the days is slower in Ramadan; daytime activity is kept to a minimum. Some shops may close and ministries and offices work shorter hours. People often sleep through the long afternoons. However, after the cannon goes off to mark the end of the day's fasting, a meal breaks the fast and people take to the streets and markets, visit friends and relatives, and, for a month, evenings and nights are as active as the normal daytime. After dinner many people stay up all night, maybe taking a second meal before the dawn call-to-prayer. The time spent waiting for the beginning of the next day's fasting is called the /sahu:r/.

The meal at sunset is called

/il-ift̲a:r/ الافطار

Often special foods and delicacies prepared during Ramadan are served. In Mauritania, dates and milk are in abundance.

The end of Ramadan is celebrated by a holiday known as:

/^{c}i:d il-fit̲r/ عيد الفطر

or

/^{c}i:d is̲-s̲aghi:r/ عيد الصّغير

This holiday usually lasts for three days. It is customary to wear new clothes (or one's best) for this /^{c}i:d/, and visit friends and relatives, and to give alms to the poor.

Hajj-- The Pilgrimage:

The second major event in the Muslim year is:

/il-hajj/	الحج

The Hajj is the twelfth month of the Muslim calendar. It is incumbant on every Muslim to try to make the pilgrimage to Mecca at least once in his/her lifetime, and today, with modern means of transportation, more than a million Muslims of all nationalities make the pilgrimage annually.

The feast, or holiday, on the tenth day of the month of Hajj is called:

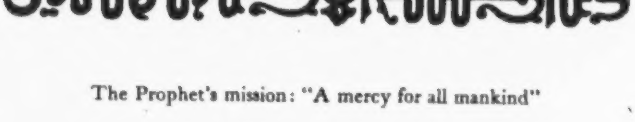
Feast of the Sacrifice	/^{c}i:id il-adha/	عيد الاضحى
	or	
	/^{c}i:d il-kabi:r/	عيد الكبير

The name of this feast relates to the custom of killing and eating a sheep to celebrate the end of the Pilgrimage. This is the central feast of Islam, and is derived from the feast of the Atonement, Abraham's substitute sacrifice.

Feast and Holiday Greetings:

Various greetings can be used before and during holidays and feasts:

Happy holiday! (lit. "blessed holiday!")	/^{c}i:d muba:rak/	عيد مبارك
(variations)	/^{c}i:d-ak muba:rak/	عيدك مبارك
	/^{c}i:d muba:rak ^{c}alayk/	عيد مبارك عليك



The Prophet's mission: "A mercy for all mankind"

New Year:

Both the Muslims and the Christians refer to the beginning of a year as the "New Year". The Arabic equivalent for "New Year" is:

New Year (lit. "head of the year")	/ra:s is-sana/	راس السّنة

Common New Year greetings are:

Happy New Year!

/kull sana wa intum bi-khayr/	كلّ سنة وانتم بخير
/kull sana wa intum tayyibi:n/	كلّ سنة وانتم طيّبين
/kull ^{c}a:m wa intum bi-khayr/	كلّ عام وانتم بخير

SUPPLEMENTARY RELIGIOUS VOCABULARY:

religion	/di:n/	دين
God	/alla:h/	الله
prophet	/nabi/	نبي
	/rasu:l/	رسول
Islam	/il-isla:m/	الاسلام
prayer	/sala:a/	صلاة
he prays/ is praying	/isalli/	اِصلّي
Quran	/qur'a:n/	قرآن
alms	/il-zaka:/	الزكاة
pillars	/qu:a:^{c}id/	قواعد

church	/kani:sa/	كنيسة
Christian	/nasra:ni/	نصراني
Christians	/nasa:ra/	نصارى

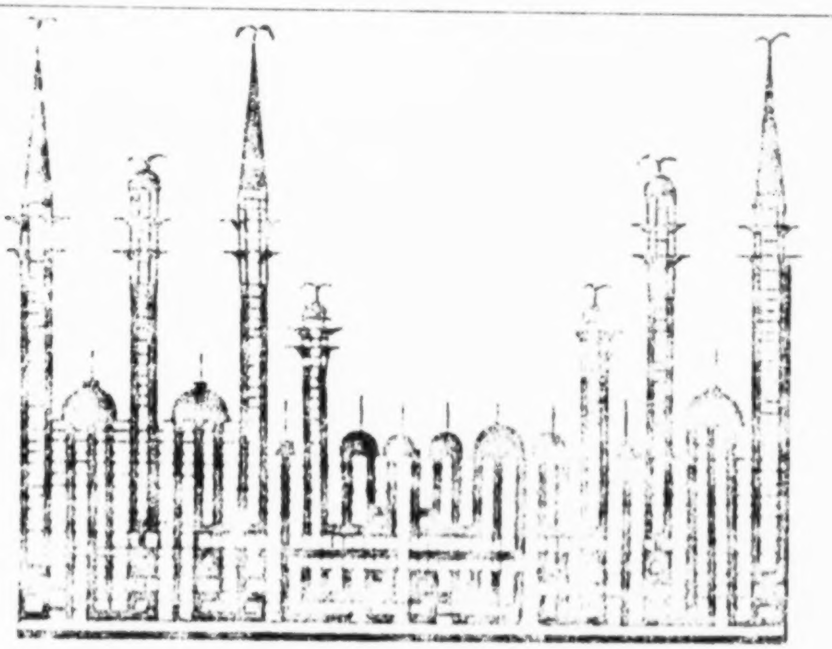
(lit: "Nazarenes" - a term applied by extension to all Europeans)

Muslim	/muslim/	مسلم
Muslims	/muslimi:n/	مسلمين
prayer caller	/adha:n/	اذان
he fasts/is fasting	/isu:m/	إسوم

The /ash-shhada/ is the declaration or affirmation of faith for Muslims:

اشهدُ أنْ لا اله الّا الله و محمّد رسول الله

/ashhadu ann la ila:h illa alla:h wa Muhammad rasu:l alla:h/.



TALKING ABOUT RELIGION IN THE U.S.

Lesson Twenty

Objective: At the end of this lesson you should be able to answer some of the questions which a Muslim might have about religion in the U.S.

Translation of Basic Material:

A: Are there Muslims in America?

B: Yes, there are, but most people are Christians.

A: Do you pray?

B: Some people do. I pray every Sunday at church.

A: Do you fast in Ramadhan?

B: We don't have Ramadhan.

A: Have you read the Quran?

B: Yes, but in English.

Activities:

1. Memorize the dialogue and adapt it with appropriate responses for your own experience.
2. Review the religion terminology in Lesson Fourteen and learn appropriate questions about holidays, beliefs and practices in Mauritania.

LESSON TWENTY

الدّرس العشرون

ا   خالقين مسلمين في امريكا ؟

ب   اهيه خالقين ياغير اغلب النّاس نصارى

ا   انتوا تصلّو ؟

ب   بعض الناس . انا نصلّي كل يوم الحد
في الكنيسة .

ا   و تصومو في رمضان ؟

ب   ما خالق رمضان عندنا

ا   قريت القرآن الكريم ؟

ب   اهيه . ياغير بالانجليزية

ا خالقين مسلمين في امريكا ؟

ب اهيه خالقين ياغير اغلب الناس نصارى

ا انتوما تصلّو ؟

ب بعض النّاس . انا نصلّي كل يوم الحد في الكنيسة .

ا و تصومو في رمضان ؟

ب ما خالق رمضان عندنا

ا قريت القرآن الكريم ؟

ب اهيه ياغير بالانجليزية

LESSON TWENTY

TALKING ABOUT RELIGION IN THE U.S.

BASIC MATERIAL:

A: /kha:ligi:n muslimi:n vi amri:ka?/

B: /ahi:h kha:ligi:n, yaghi:r aghlab in-na:s nasa:ra/

A: /intu:ma tsallu?/

B: /ba^{c}dh in-na:s, ana nsalli kul yawm il-had vi l-kani:sa/

A: /wa tsu:mu vi ramada:n?/

B: /ma kha:lig ramada:n ^{c}and-na/

A: /grai:t il-qur'a:n il-kari:m?/

B: /ahi:h yaghi:r bi-l-ingli:zia/

Notes on the Basic Material:

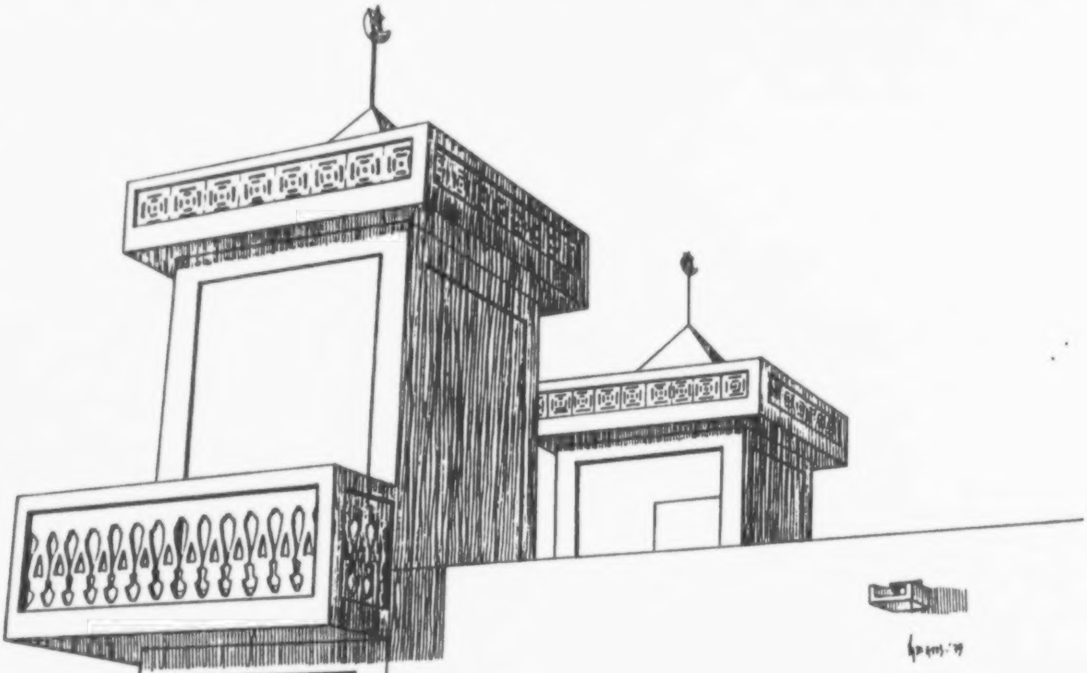
1. /aghlab/ means "majority", or "most of". This is a superlative form. See Grammar Handbook for further information on comparatives and superlatives.
2. /nasa:ra/ - a word of Middle Eastern origin, designating the Nazarenes, the disciples of Jesus of Nazareth, and by extension, Christians or Europeans in general. More popularly, it refers to all Europeans or non-Muslims, with no religious connotation. It is sometimes a pejorative term like /tuba:b/, to be avoided.
3. /tsallu/ - "you (all) pray?"
4. /ba^{c}dh in-na:s/ means "some of the people". /ba^{c}dh al-waqt/ means "some of the time".
5. /l-kani:sa/, "the church"
6. /tsu:mu/ - "you fast"
7. /il-qur'a:n il-kari:m/ means "The Noble Quran".

ADDITIONAL MATERIAL: Religious Vocabulary.

Jesus	/^{c}i:sa/	عيسى
Christian	/masi:hi/	مسيحي
Mary	/mariam/	مريم
holy war	/jiha:d/	جهاد

Cultural Note: #1.

Try to find out the major differences of ideology between Christianity and Islam. A good reference book would be A. Guillaume's Islam, published by Penguin, Harmsworth, Ltd., London. If you are involved in a religious discussion which becomes a little "touchy", a good rejoinder that all Muslims accept is /kull-na ahl il-kita:b/ - "we are all people of The Book."

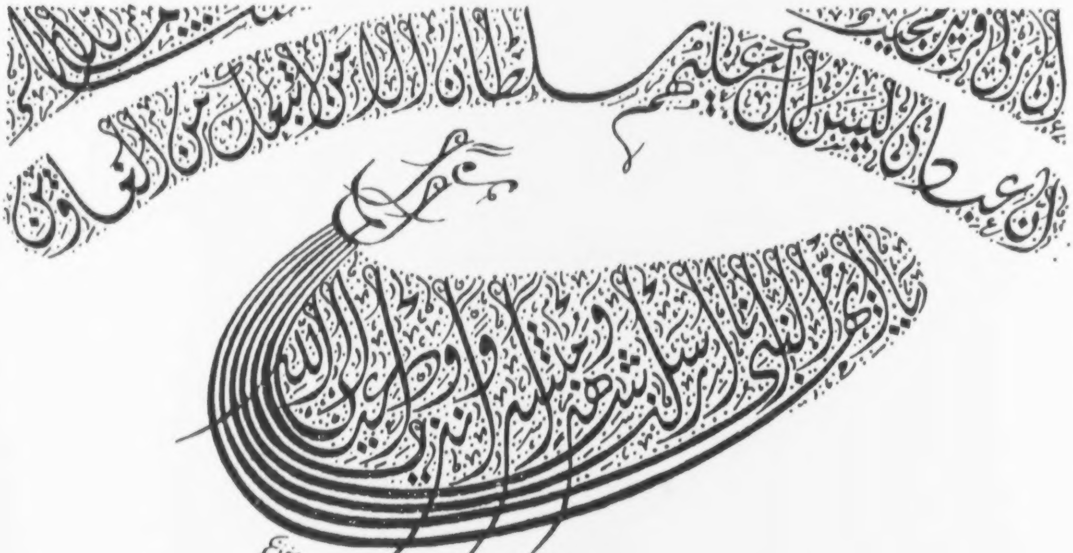


Cultural Note: #2.

You have learned that the Arabic word for "Christian" or "European" (including North Americans) is /nas̠ra:ni/, which is derived from "Nazerenes". Islamic principles dictate respect for the other two monotheistic faiths, calling both Christians and Jews "people of the book." Jesus Christ is respected as a teacher and an early prophet. However, Mohammad is regarded as the last prophet or messenger of God's will.

"Submission" is one of the key tenets of Islam and devout Muslims show a much greater daily involvement in the practices of their faith then we might consider usual in the West. Five times a day prayer is but one example of this. So don't be surprised if Muslim people consider Christianity a bit "soft". Westerners' ability to be secular individuals during the week and church-goers on Sunday may seem odd to your Muslim friends.

In spite of the predominance of religion in daily lives, you will be judged in Mauritania not by the outward display of your faith, but by the manner in which you treat people. Warmth and equal consideration for everyone, no matter what their standing, will earn you respect and admiration.



DESCRIBING PAST EVENTS AND ACTIVITIES

Lesson Twenty-One

Objective: At the end of this lesson, you will be able to use the past tense of common verbs in order to describe past events and activities.

Translation of Narrative: Last Thursday I went to see my friend who lives in ___(place)___. We went by car and arrived at 11:00 in the morning. I visited my friend at the clinic. I talked to her director. Later we all had lunch together. We returned to Nouakchott in the evening.

New vocabulary:

I visited
we arrived
I see
who (rel.)
we returned
we had lunch
together

Activities:

1. Memorize the narrative and tell the story to your classmates. Make any changes that are appropriate with the help of your teacher.
2. Study the verb forms in the special Grammar Supplement to this Lesson. Change the narrative by retelling the story about another person. Use "they", "his", etc.

Suggestions for Use:

1. A "narrative" or account of past or recent activities can sometimes be "elicited" in a conversation by asking the simple question:

What did you do yesterday?
last week
in Dakar etc.

LESSON TWENTY-ONE

الدّرس الواحد و العشرون

يوم الخميس الماضي مشيت نشوف صاحبتي

اللي تسكن في ——— . مشينا في واتة

و وصلنا في حدعش الصبح . زرنا صاحبتي

في الطّب و تكلّمت مع مديرها .

ورا ذاك تغدّينا كاملين و رجعنا شور

نواكشوط في المساء

كلمات

زرت	رجعنا
وصلنا	تغدّينا
اللي	كاملين

الدّرس الواحد و العشرون LESSON TWENTY-ONE

يوم الخميس الماضي مشيت نشوف صاحبتي

اللي تسكن في ______ . مشينا في واحدة

و وسلنا في حداعش الصّبح. زرنا صاحبتي

في الطّب و تكلّمت مع مديرها .

ورا ذاك تغدّينا كاملين و رجعنا شور

نواكشوط في المساء

كلمات

زرت

وسلنا

اللي

رجعنا

تغدّينا

كاملين

LESSON TWENTY-ONE DESCRIBING PAST EVENTS AND ACTIVITIES

Narrative for Memorization:

/yawm il-khami:s il-ma:dhi mishi:t nishuv sa:hibt-i illi tiskun vi (place). mishi:-na vi wa:ta wa wasal-na vi hid^{c}ash is-subh. zir-na sa:hibt-i vi-t-tab wa takallamt ma^{c}a mudi:r-ha. wra dha:k tagaddi:na ka:mili:n wa raja^{c}na shu:r nua:kshu:t vi-l-masa:/

Vocabulary:

zirt	raja^{c}na
wasalna	taghadi:na
illi	ka:mili:n

Notes on Basic Material:

1. /il-ma:dhi/ means "the past". Note the literal translation of the expression "last Thursday" - ("day-the-Thursday-the-past")
2. /mishi:t/ means "I went". See the Grammar Note in this lesson for further information on Past Tense. Note the translation of "I went to see", /mishayt nishu:v/ - ("I went I see").
3. /illi/ is the equivalent to the relative "who" in English, "my friend who works in Nouakchott."
4. /vi-l-masa:/ means "in the evening".
5. Note that the vowel sound ("dipthong") represented in transliteration as /-ay/ (ex./mishayt/) may be pronounced /i:/ or /mishi:t/.

وما ربك بغافل عما تعملون

SUPPLEMENTARY MATERIAL: Grammar Note.

The past tense in Arabic is formed by adding suffixes to the last letter of the "stem" of the verb. These suffixes are regular and constant from one verb to another and indicate the equivalents to the English "I", "you", "he", "she", etc.

Here is the verb "speak" in the past tense;

I spoke	/tkallamt/	تكلّمت
you spoke (m.)	/tkallamt/	تكلّمت
you spoke (f.)	/tkallamti/	تكلّمتي
he spoke	/tkallam/	تكلّم
she spoke	/tkallamat/	تكلّمت
we spoke	/tkallamna/	تكلّمنا
you spoke (pl.)	/tkallamtu/	تكلّمتو
they spoke	/tkallamu/	تكلّمو

Verbs which have a /wa:w/ as the middle letter in the present tense drop it in the past tense and conform to the pattern shown below.

Here is the verb "see":

I saw	/shivt/	شفت
you saw (m.)	/shivt/	شفت
you saw (f.)	/shivti/	شفتي
he saw	/sha:v/	شاف
she saw	/sha:vat/	شافت
we saw	/shivna/	شفنا
you saw (pl.)	/shivtu/	شفتو
they saw	/sha:vu/	شافو

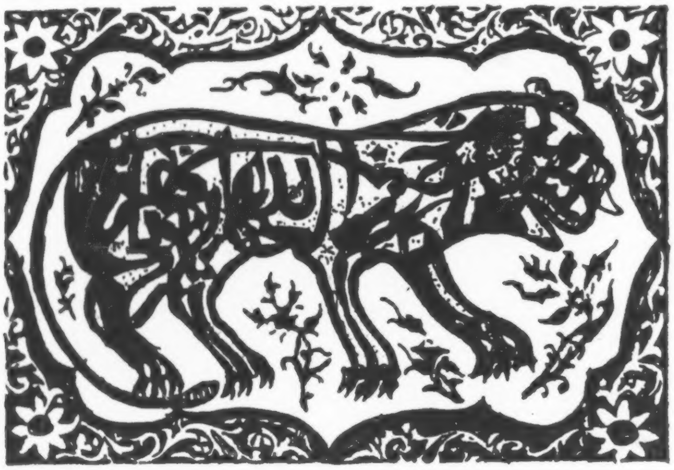
Check with your teachers the other verbs you have encountered that follow this pattern. Note that the suffixes indicating the different persons never change.

Verbs which have /ya:/ as the last letter in the present tense undergo the slight changes in pronunciation outlined in the example show below: Here is the verb "go" or "walk":

I went	/mashi:t/	مشيت
you went (m.)	/mashi:t/	مشيت
you went (f.)	/mashi:ti/	مشيتى
he went	/masha/	مشى
she went	/mashat/	مشت
we went	/mashi:na/	مشينا
you went (pl.)	/mashi:tu/	مشيتو
they went	/mashaw/	مشو

(Check with your teacher what other verbs follow this pattern.)

Note that all verbs which follow the above pattern and those which follow the pattern of "see" on the previous page will behave in the same way as the examples shown here. You must be aware of the vowel changes that occur within verbs when comparing them to their present tense forms.



· DESCRIBING YOUR PAST

Lesson Twenty-Two

Objective: At the end of this lesson, you should be able to describe your personal history, using appropriate past tense verbs. When you learn the Additional Material, you should be able to ask appropriate past tense questions.

Basic Material:

1) I was born in (year) in (place).

2) I lived in (place) for (no.) years.

3) I was a student in ________.
   - a) high school
   - b) college/university
   - c) technical school

4) I studied ________.
   - a) agriculture
   - b) nursing
   - c) languages
   - d) health care
   - e) education
   - f) literature

5) I came to Mauritania in (year) and I work in ______.
   - a) the agricultural project in ________.
   - b) the clinic in ________.
   - c) the school in ________.
   - d) the health center in ________.

الدّرس الثّاني والعشرون

---

١ خلقت في ______ في ______

٢ سكنت في ______ في ______

٣ كنت تلميذ في ______ في ______

مدرسة ثانوية

كلّية

جامعة

مدرسة فنّية

٤ درست ______

الزّراعة

الطّب

اللغات

الصّحّة

التّعليم

الاداب

٥ وجئت الى موريتانية في عام ______

و نشتغل في ______

المشروع الزّراعي في ______

الطّب في ______

المدرسة في ______

مركز الصّحّة في ______

الدّرس الثّاني العشرون LESSON TWENTY-TWO

١ خلقت في ______ في ______

2 سكنت في ______ في ______

٣ كنت تلميذ في ______

مدرسة ثانوية

كلّية

جامعة

مدرسة فنّيّة

4 درست ______

الزّراعة

الطّبّ

اللغات

الصّحّة

التّعليم

الآداب

٥ و جيت الى موريتانية في عام ______

و نشتغل في ______

المشروع الزراعي في ______

الطّب في ______

المدرسة في ______

مركز الصّحّة في ______

LESSON TWENTY-TWO DESCRIBING YOUR PAST

BASIC MATERIAL: Recitation for memorization.

/khalgt vi ________ vi ________/

/skint vi __________ li ________/

/kint talmi:di vi __________________/.

- a) /madrasa tha:nawiya/
- b) /kulliya/
- c) /ja:mi^{c}a/
- d) /madrasa fanniyya/

/darast ______________/

- a) /iz-zira:^{c}a/
- b) /it̲-t̲ibb/
- c) /il-lugha:t/
- d) /is̲-s̲ih̲h̲a/
- e) /it-ta^{c}li:m/
- f) /il-'adab/

/wa jayt ila mu:ri:ta:niya vi ^{c}a:m ________ wa nishtaghal vi __________./

- a) /il-mashru:^{c} iz-zira:^{c}i vi ________.
- b) /it̲-t̲ab vi ____________.
- c) /il-madrasa vi ___________.
- d) /markiz is̲-s̲ih̲h̲a vi __________.

Notes on Basic Material:

1) Refer to The Grammar Handbook lesson on Past Tense for further information on these verbs.

2) /ila/ means "to". /shu:r/ is an alternative form.

Activities

1. Make up your own personal history following the model in the Basic Material. Learn the Arabic equivalences and "recite" it to a classmate.
2. Ask "where", "when", and "how long" questions while a classmate recites his/her personal history.

Suggestions

1. By asking appropriate questions, make up a biography of your teacher, and introduce him/her to another class.
2. Make up fictitious characters, perhaps using illustrations from the Handbook, or from your own imagination, practice all the vocabulary in this and previous lessons.

ADDITIONAL VOCABULARY: Subjects on school and college curricula:

science	/^{c}ilm/	علم
the sciences	/il-^{c}ulu:m/	العلوم
biology	/biu:lujiya/	بيولجية
chemistry	/ki:miya/	كيمية
physics	/fi:si:ka/	فيسيكة
math	/h̲isa:ba:t/	حسابات
engineering	/handasa/	هندسة
history	/ta:ri:kh/	تاريخ
geography	/jiu:gra:fiya/	جغرافية
languages	/lugha:t/	لغات
health	/is̲-s̲ih̲ha/	الصّحة
agriculture	/iz-zira:^{c}a/	الزّراعة
medicine	/it̲-t̲ibb/	الطّب
education	/it-ta^{c}li:m/	التعليم
music	/musi:ga/	مسيقى

WEATHER, CLIMATE & SEASONS

Lesson Twenty-Three

Objectives:

1. At the end of the basic material, you should be able to use simple terminology to describe the weather in Mauritania or in the U.S.
2. When you learn the Additional Material, you should be able to use some more common adjectives to describe degrees or variations in weather conditions.

Translation of Basic Material:

Ray:	It's very hot today. What's the weather like in the winter?
Hassan:	It's not hot like today, there are clouds and dust.
Ray:	In my country, there is a big difference between winter and summer.
Hassan:	Is it cold?
Ray:	Yes, and there's a lot of rain.

Activities and Suggestions:

1. Memorize the dialogue and practice reciting it with a friend.
2. Change the setting to a different part of the world.
3. Learn to describe the weather in the place you come from using comparative and superlative forms. (See Grammar Handbook for further explanation.)

LESSON TWENTY-THREE الدّرس الثّالث و العشرون

رندي اليوم حامي حتّي .
شكيفو الهوا في الشّتاء ؟

حسن الحمّان ما يشبه اليوم
و خالق امزون و غبار

رندي في بلدي خالق اختلاف .
كبير بين الشّتاء و الصّيف

حسّن خالق البرد ؟

رندي اهيه و خالق ياسمو من المطر

رندي	اليوم حامي حتّى . شكيف الهوا في الشّتاء ؟
حسّن	الحمّان ، بتشبه اليوم و خالق امزوز و غبار
رندي	في بلدي خالق اختلاف كبير بين الشّتاء و الصّيف
حسن	خالق البرد ؟
رندي	اهيه و خالق ياسر من المطر

LESSON TWENTY-THREE WEATHER, CLIMATE & SEASONS

BASIC MATERIAL: Narrative for memorization.

/ray/ - /il-yawm h̲a:mi h̲atta/
sh-ki:f il-hawa vi sh-shita:'?/

/h̲assan/ - /il-h̲umma:n ma yishbih il-yawm
wa kha:lig amzu:n wa ghuba:r/

/ray/ - /vi blad-i kha:lig ikhtila:f
kbi:r bayn ish-shita wa is̲-s̲ayv/

/h̲assan/ - /kha:lig il-barid?/

/ray/ - /ahi:h wa kha:lig ya:sir min il-mat̲ar/

Notes on the Basic Material:

1. /il-hawa/ means "the weather".
2. /il-h̲umma:n/ is "the heat". Literally translated, the sentence means "the heat does not resemble today".
3. /yishbih/ means "to resemble". It is usually followed by the preposition /l-/.
4. /amzu:n/, "clouds" and /ghuba:r/, "dust". See Additional Vocabulary.
5. /kha:lig ya:sir min il-mat̲ar/ means literally "there is a lot from the rain".

ADDITIONAL MATERIAL: Vocabulary.

cold	/il-barid/	البرد
the winter	/ish-shita:'/	الشّتاء
the spring	/ir-rabi:^{c}/	الرّبيع
the summer	/is̲-s̲ayv/	الصّيف
the autumn	/il-khari:v/	الخريف
humid/wet	/mablu:l/	مبلول
How's the weather?	/ki:f il-hawa?/	كيف الهوا ؟
Today is nice.	/il-yawm zayn/	اليوم زين
the sun	/ish-shams/	الشّمس
the moon	/il-gamar/	القمر
cloud	/mazan/	مزن

sand	/tra:b/	تراب
moderate, usual, customary	/^{c}a:di/	عادي
dry	/ya:bis/	يابس
drought	/jiva:v/	جفاف
storm	/za^{c}vi:g/	زعفيق
dawn	/fijr/	فجر
sunset	/maghrib/	مغرب
star	/najm/	نجم
stars	/nuju:m/	نجوم
sky	/sima:'/	سماء

TRIP TO BOUTILIMIT

Lesson Twenty-Four

Objective:

At the end of this lesson you should be able to tell about an outing in the desert, or a visit to an encampment or small town. You should also be able to use the grammatical structures necessary for describing past events.

Translation of Basic Material:

Yesterday Jane and I went to Boutilimit and on the way, we saw a lot of camels in the desert. When we arrived at the encampment, Sheikh's mother was making "zrig" and his father was buying meat at the market. Later we all sat down together under the tent and ate cous-cous and drank tea. When we finished the meal the girls (put henna on their hands).

Activities:

1. Listen to your teacher reading the narrative. Think about the scene being described.
2. Practice making "WH-questions" ("What did you see in the desert?", "Where did you go?", etc.), listening to or repeating some of the answers your teacher gives.
3. Retell the narrative in your own words, asking your teacher for help as you need. Try to vary some of the details of the story as appropriate.

Suggestions:

1. Find out the names of Mauritanian dishes such as /zrig/, /mafi/, "chebbijin", and "cous-cous", and see if you can learn how to make them.

LESSON TWENTY-FOUR

الدّرس الرّابع والعشرون

يامس مشينا انا و جين شور بوتيلميت

و في طارق شفنا ياسر في الاجمال في

البادية. اينتا وصلنا شور الفرقة

امّ شيخ كانت تعدّل الزّريق و

ابوه كان يشري لحم في المرصة.

بعدين قعدنا كاملين تحت الخيمة و

كلنا كسكس و شربنا اتاي.

اينتا وفينا الكيل المنات تحتو

الدّرس الرابع العشرون LESSON TWENTY-FOUR

بارح مشينا انا و جين شور بوتيلميت

و في الطريق شفنا بزاف من الجمال في

البادية. اينتا وصلنا شور الفرقة

ام شيخ كانت تعدّل الزّريق و

ابوه كان يشري لحم في المدينة.

بعدين قعدنا كالسين تحت الخيمة و

كلنا كسكس و شربنا اتاي.

اينتا وفينا الكل المنات تحتّو

LESSON TWENTY-FOUR

TRIP TO BOUTILIMIT

BASIC MATERIAL: Narrative for Memorization.

/ya:mis mishi:na ana wa jayn shu:r bu:ti:limi:t wa vi ta:rig shivna ya:sir min il-ijma:l vi l-ba:diya. aynta wasulna shu:r il-virga umm shaykh ka:nat t^{c}addil iz-zri:g wa abu-h ka:n yishri laham vi l-marsa. ba^{c}adi:n ga^{c}adna ka:mili:n taht il-khayma wa kilna kuskus wa sharibna atay. aynta uvi:na il-luki:l il-mina:t thannu./

Notes on the Basic Material:

1. /ya:sir min il-ijma:l/ means literally "a lot/many from the camels"; in other words, "a lot of camels."
2. /vi ta:rig/ means "along the way", or "on the way". See Note below.
3. /umm shaykh/ means "mother of Sheikh (a boy's name)". See Lesson on Genitive in Grammar Handbook.
4. /ka:nat t^{c}addil/ - illustrates the use of the Past Progressive -literally "she was she does." See Grammar Handbook lesson on this point for further reference.
5. /abu-h/ - "father-his"
6. /ka:n yishri/ - "he was buying"
7. /ba^{c}adi:n ga^{c}adna/ - "afterwards, we sat"
8. /ka:mili:n/ - together
9. /taht il-khayma/ - "under the tent"
10. /aynta uvi:na/ "When we finished ..."
11. /il-mina:t thannu/ - "the girls henna-ed themselves". This illustrates a reflexive verb in Hassaniya.

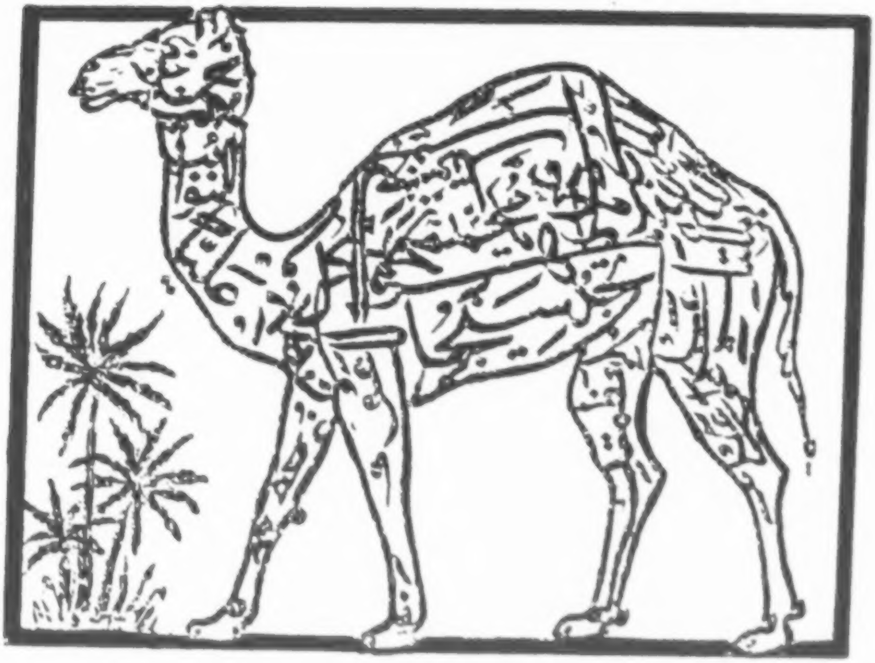
Cultural Note:

/vi ta:rig/, "on the road," or "along the way" can be expressed in several other ways in Hassaniya. "Goudron," a French word for asphalt or tarmac, is often used to mean simply "the paved road", a relatively new phenomenon in Mauritanian life.

ADDITIONAL VOCABULARY: Life in the Desert.

tent	/khayma/	خيمة
desert	/ba:diya/	بادية
goat	/^{c}anz/	عنز
camel (m)	/ijmal/	اجمل
(f)	/na:qa/	ناقة
(pl)	/ijma:l/	اجمال
encampment	/fɨrga/	فرقة
fire	/na:r/	نار
chief	/shaykh/	شيخ
tribe	/gabi:la/	قبيلة
mat	/h̲as̲i:ra/	حصيرة
family (3)	/ahl/	اهل
	/usra/	اسرة
	/^{c}a:ila/	عائلة
relatives	/aga:rib/	اقارب
wind, breeze	/ri:h̲/	ريح

LESSON TWENTY-FOUR



PARTS OF THE BODY

Lesson Twenty-Five

Objective: At the end of this lesson, you will be able to identify parts of the body. By learning the Supplementary Material, you will be able to describe your state of health and to give the common symptoms of illnesses.

Basic Material: Illustration (Human body with labeled parts).

head
eyes
nose
ear
shoulder
stomach

body
arm
hand (s)
mouth
foot

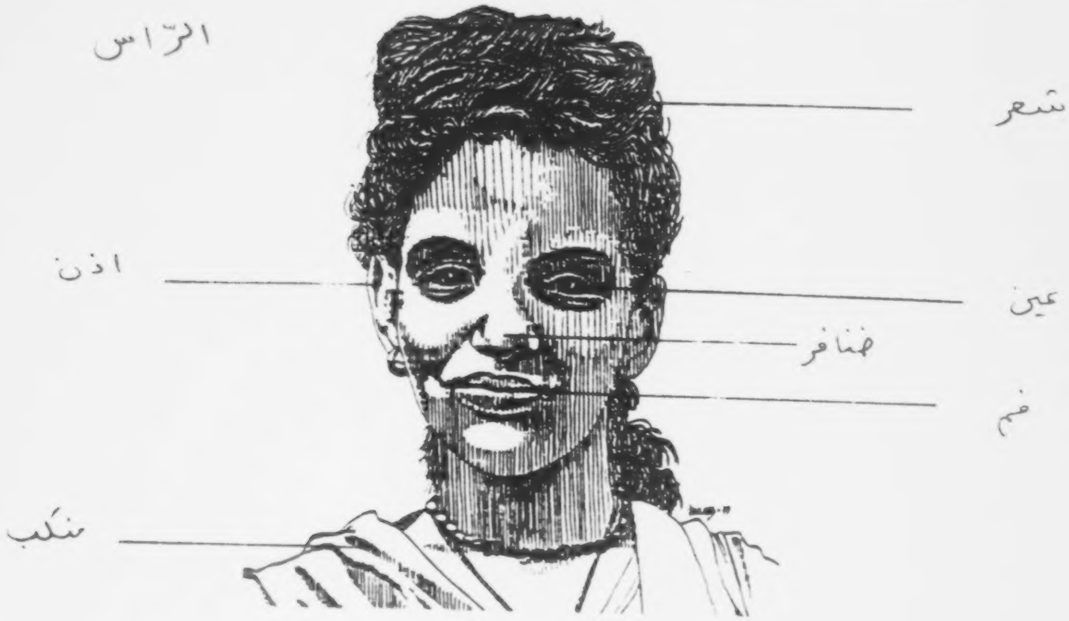
tongue
neck
teeth
legs
chest

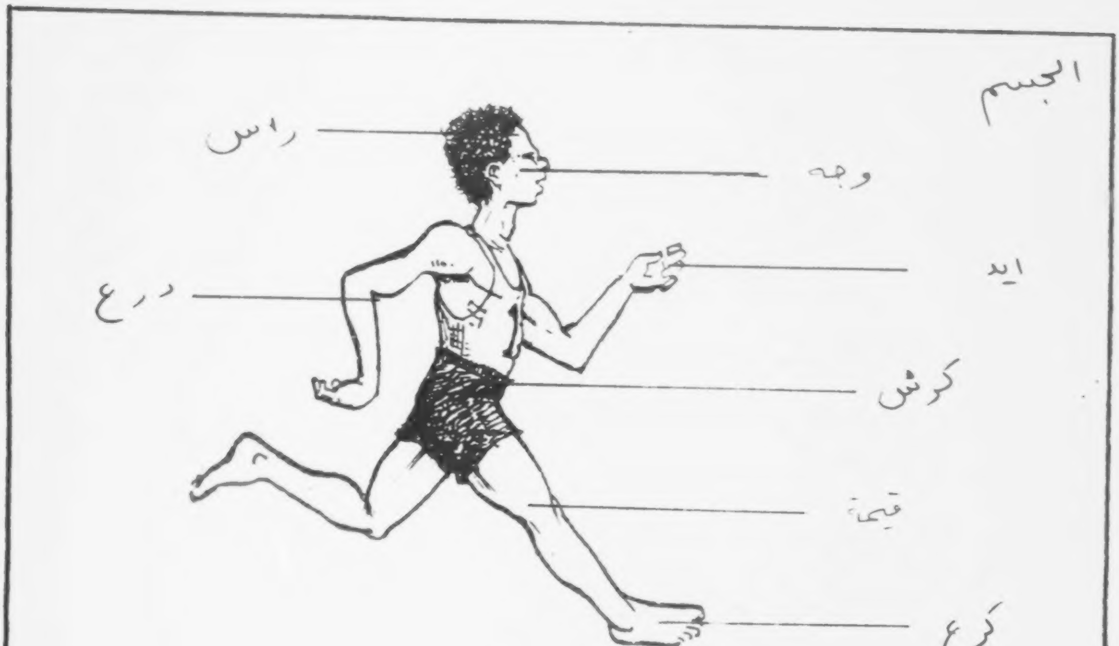
Activities:

1. Memorize the Arabic names for parts of the body.
2. Make up a game based on recitation of names for parts of the body, such as "Simon Says".
3. If your job involves medical diagnosis or treatment, make sure you learn all of this plus any others you need at this time.

Suggestions for Use:

1. Make a point of saying the Arabic names for parts of the body to yourself as you go through your daily routine (washing your face, putting on your shoes, etc.)


الرّاس
شعر
اذن
عين
خنافر
فم
منكب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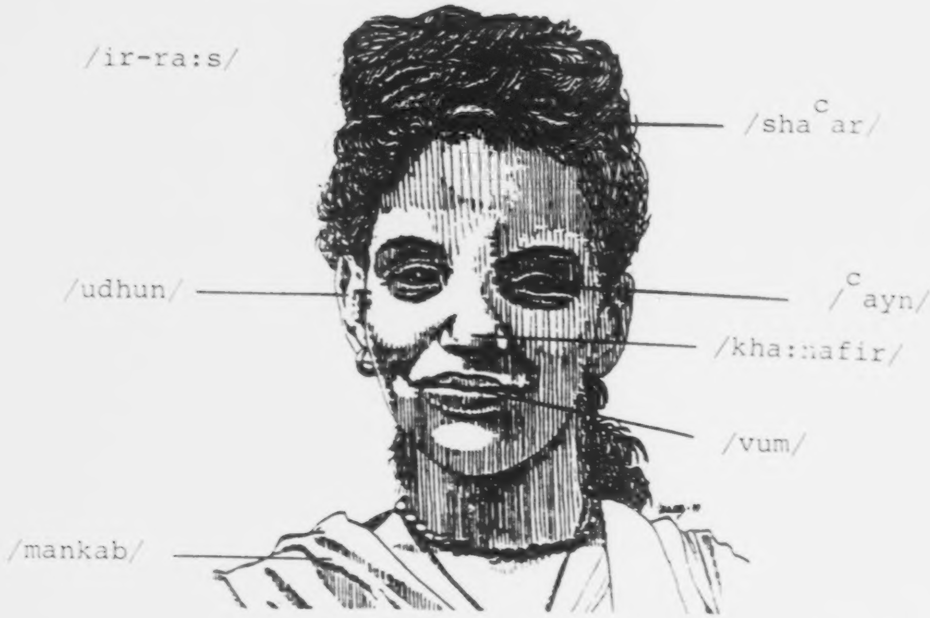
قيمة
كرع


/ir-ra:s/
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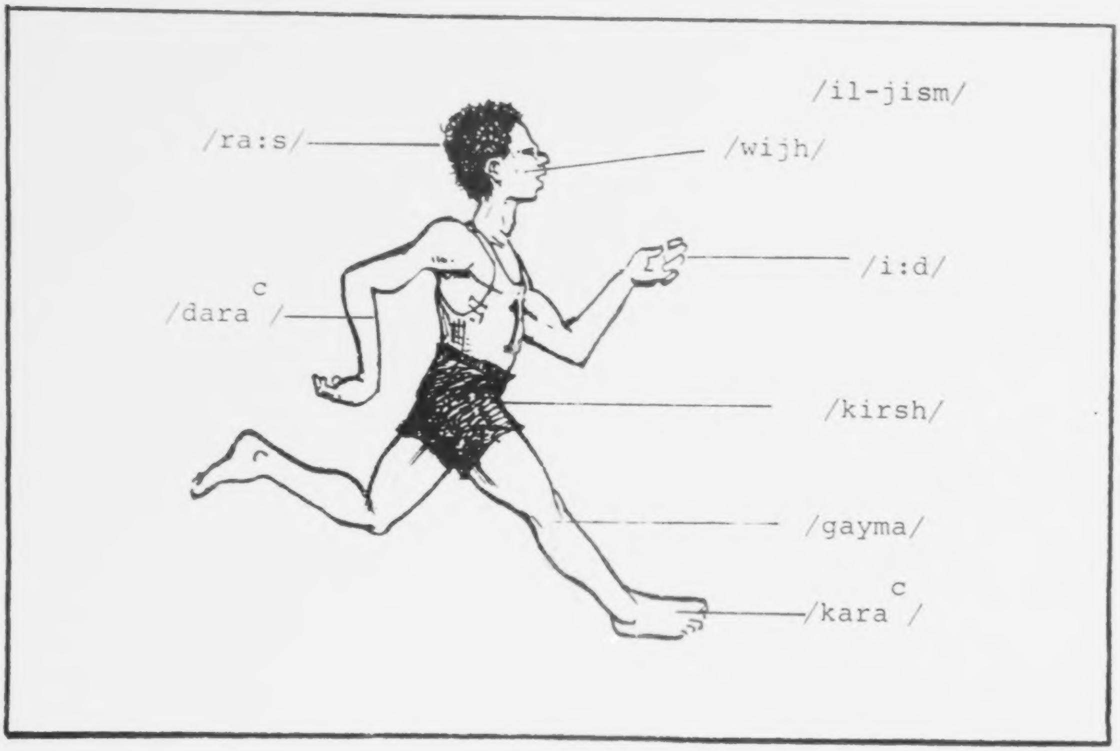
/kha:nafir/
/vum/
/mankab/


/il-jism/
/ra:s/
/wijh/
/i:d/
/dara^{c}/
/kirsh/
/gayma/
/kara^{c}/

ADDITIONAL MATERIAL: Useful words and phrases.

What's the matter*...		
with you (m.)	/ma:l-ak/	مالك
with you? (f.)	/ma:l-ik/	مالِك
with him?	/ma:l-u/	مالُه
with her?	/ma:l-ha/	مالها
Does anything		
hurt you? (m.)	/yu:ja^{c}-ak shi?/	يوجعك شي ؟
hurt you? (f.)	/yu:ja^{c}-ik shi?/	يوجعِك شي
Are you in pain?		
(to a woman)	/inti muju:^{c}a?/	انتِ موجوعة ؟
(to a man)	/inta muju:^{c}?/	انتَ موجوع ؟
I have a head ache. ("my head hurts me.")	/yu:ja^{c}-ni ra:s-i/	يوجعني راسي
I have a stomach ache. ("my stomach hurts me.")	/tu:ja^{c}-ni kirsh-i/	توجعني كرشي
I have a tooth ache.	/yu:ja^{c}-ni sinn-i/	يوجعني سنّي
diarrhea, cramps	/waja^{c} il-kirsh/	وجع الكرش
a cough	/kah̲h̲a/	كحّة
a cold	/barda:n/	بردان

*See Grammar Handbook lesson on Interrogatives for further reference.

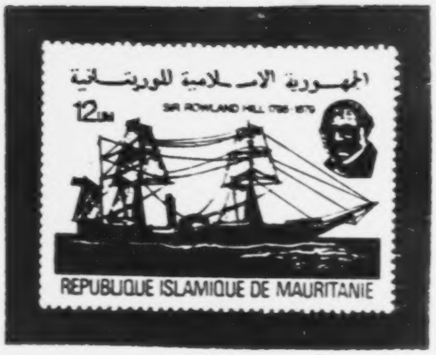
nausea	/igla:b/	اقلاب
fatigue	/ta^{c}ab/	تعب
weight	/wazan/	وزن
fever	/h̲uma/	حمى
worms, parasites	/du:d/	دود
urine	/bu:l/	بول
injection	/dagga/	دقة
pill	/h̲abba/	حبّة
pills	/h̲abb/	حبّ

Note: Also see Health Glossary elsewhere in this Handbook for further health-related vocabulary.

Cultural Note:

Because of a tendency among Arabs to spare you bad news, or to avoid talking directly about something like the ill health of a loved one, a certain persistence may be necessary in order to divine the cause of an illness or complaint. Note that the question for "What's the matter?" translates best as "How are you?" and your first response to such a question is likely to be "fine".

LESSON TWENTY-FIVE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SIR ROWLAND HILL 1795-1879
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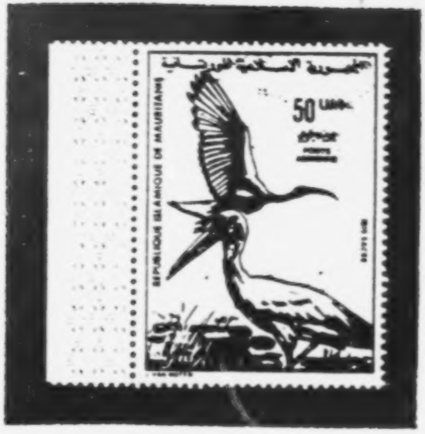
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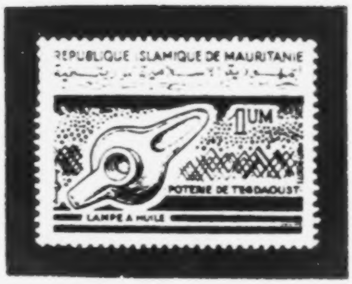
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POTERIE DE TEGDAOUST
LAMPE A HUILE

AT THE TAILOR'S

Lesson Twenty-Six

Objective: At the end of this lesson you should be able to give a tailor simple instructions for making you a garment.

Translation of Dialogue:

Jane: Hello.

Tailor: Hello. How are you?

Jane: Very well. I want you to make me a skirt.

Tailor: Have you brought the material with you?

Jane: Yes, and here's a picture. I want something like this but a little longer.

Tailor: O.K. Come back in a week.

Jane: God willing. Goodbye.

Tailor: Goodbye.

Activities:

1. Practice saying the lines of the dialogue with a classmate, a friend or your teacher. Switch roles and vary the instructions you give the tailor.

2. Go to the market and enquire about the price and names of the different kinds of cloth and material. Compare notes with your classmates and learn the names of the items you have most need for.

Suggestions for Use:

1. Go to a tailor's shop to enquire about having something made; if you are satisfied with his price and workmanship always go back to the same shop. You should find that as a regular customer you will be invited to sit awhile and drink tea. Take advantage of this opportunity to listen to typical exchanges between a shopkeeper and customers and also to practice your Arabic.

LESSON TWENTY-SIX

الدّرس السادس و العشرون

جين السّلام عليكم

خيّاط و عليكم السّلام . ياك لا باس ؟

جين لا بس الحمدُ لله . ندورك
تخيط لي جور

خيّاط جبتي الخنت معاك ؟

جين ايه و هاك صورة ندور منّي
مثل هذي ياغير شوي اطول

خيّاط ايوا . ارجعي بعد اسبوع

جين إن شاء الله مع السّلامة

خيّاط مع السّلامة

جين السلامُ عليكم

خيّاط وعليكم السلام. باك لاباس؟

جين لاباس الحمدُ لله. ندورك
تخيّط لي جوب

خياط جبتي الخنت معك؟

جين ايه وهاك صورة. ندور شي
مثل هذي باغير نشوف الاول

خيّاط ايوا. ارجعي بعد اسبوع

جين إن شاء الله. مع السّلامة

خيّاط مع السّلامة

LESSON TWENTY-SIX

AT THE TAILOR'S

BASIC MATERIAL: Dialogue for Memorization.

/jayn/ - /is-sala:mu ^{c}alay-kum/

/khayya:ṯ/ - /u^{c}alay-kum is-sala:m. ya:k la ba:s?/

/jayn/ - /la ba:s il-ẖamdu li-lla:h. ndu:r-ak tikhayyaṯ l-ī ju:b/

/khayya:ṯ/ - /jibti il-khant ma^{c}a:-ik?/

/jayn/ - /ahi:h wa ha:k su:ra. ndu:r shi mithl ha:dhi yaghi:r shway uṯwil/

/khayya:ṯ/ - /aywa. irja^{c}i ba^{c}ad isbu:^{c}/

/jayn/ - /in sha:' alla:h. ma^{c}a s-sala:ma/

/khayya:ṯ/ - /ma^{c}a s-sala:ma/

Notes on the Dialogue:

1. /tikhayyat/ literally means "you sew" and in this context translates the English "make".

2. /ju:b/ means "skirt". It is the French word "jupe" transliterated into Arabic.

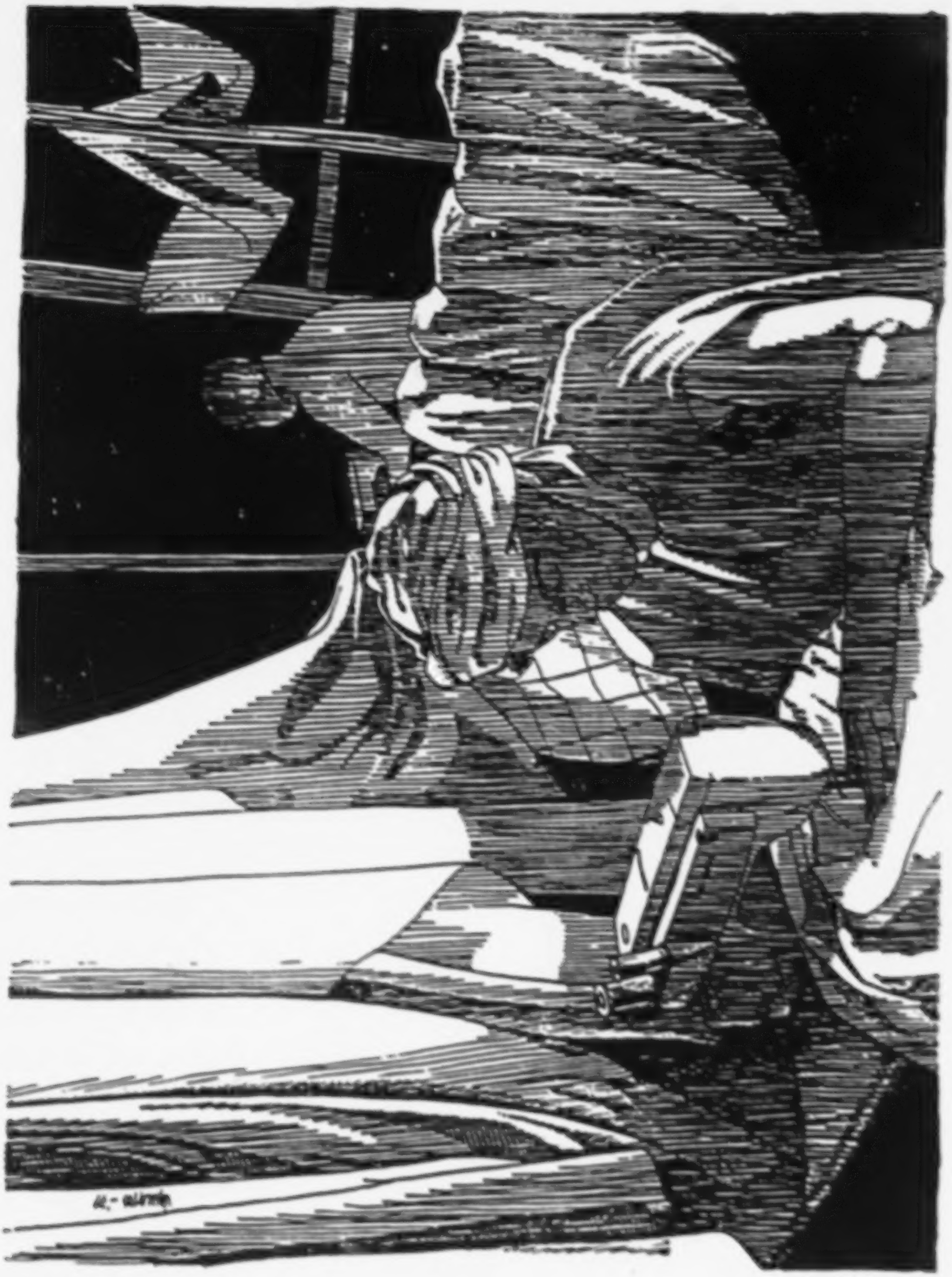
3. /khant/ means "material".

4. /uṯwil/ means "longer". See the Lesson on Comparatives and Superlatives in The Grammar Handbook.

ADDITIONAL MATERIAL: Material and sewing words.

material (cloth)	/khant/	خنت
rayon, nylon	/tirgha:l/	ترغال
cotton	/gutun/	قطن
silk	/hari:r/	حرير
wool	/su:v/	سوف
linen	/bazan/	بزن
polished cotton	/wa:kh/	واخ
embroidery	/zakharava/	زخرفة
yard	/yarad/	يرد
meter	/maytar/	ميتر
"pagne" (wrap around cloth)	/pan/	بن
thread	/silk/	سلك
needle	/ibra/	ابرة

LESSON TWENTY-SIX AT THE TAILOR'S



HOUSE AND BASIC FURNISHINGS

Lesson Twenty-Seven

Objective: At the end of this lesson, you should be able to say the Arabic names for parts of a house, and identify basic furnishings you may find in your own house.

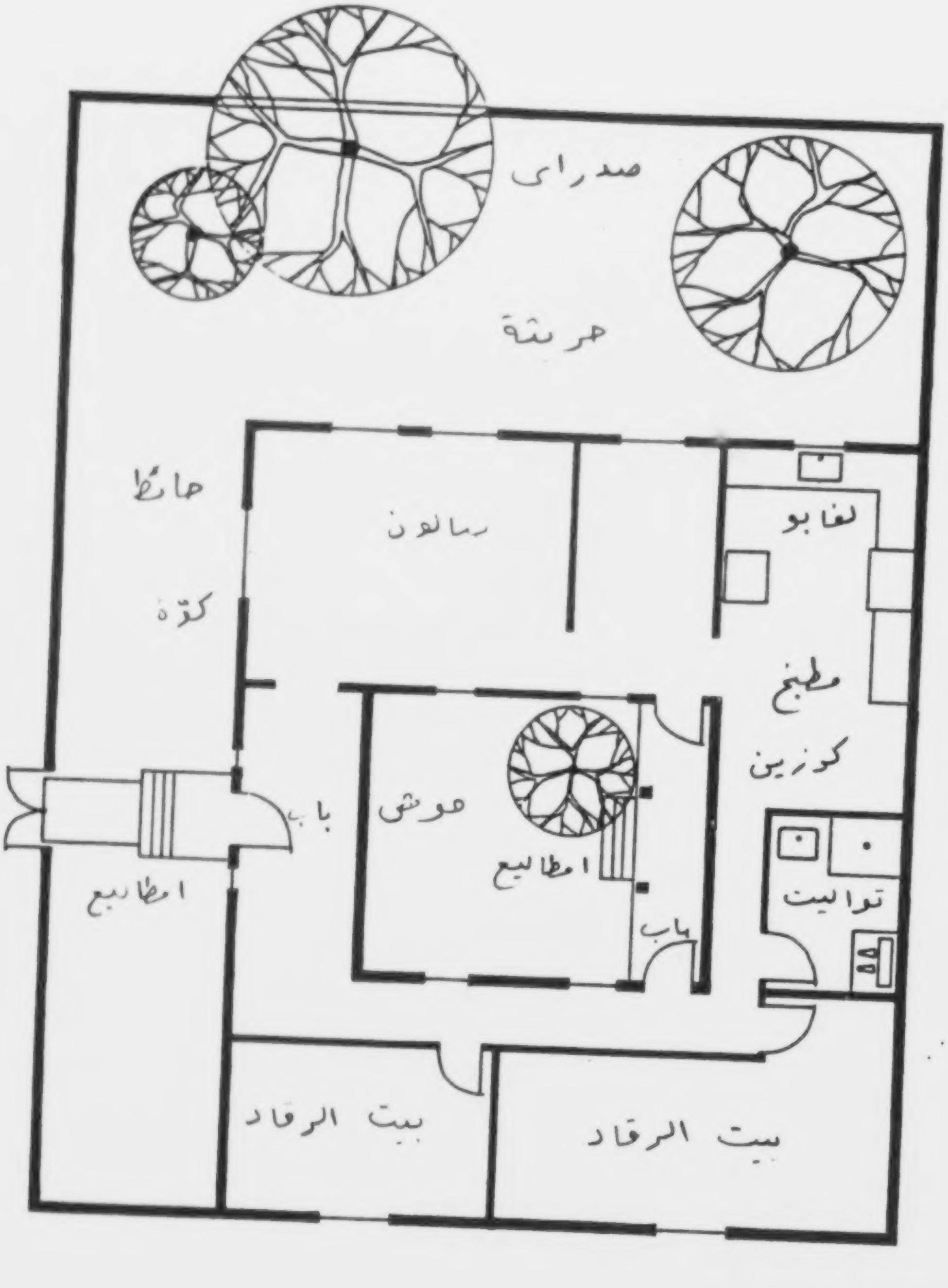
Basic Material: Parts of a House.

- house
- sitting room
- bedroom
- room
- wall
- ceiling
- floor
- stairs
- garden
- courtyard
- trees
- door
- window
- bathroom/toilet
- sink
- kitchen

Activities:

1. Draw a larger scale diagram of a house on the blackboard or on a flip-chart. Write the names of the parts of a house in Arabic. Point to various items and ask your classmates to identify them.

2. Using rods, or other building "blocks" construct a hypothetical house in class talking about different rooms, etc.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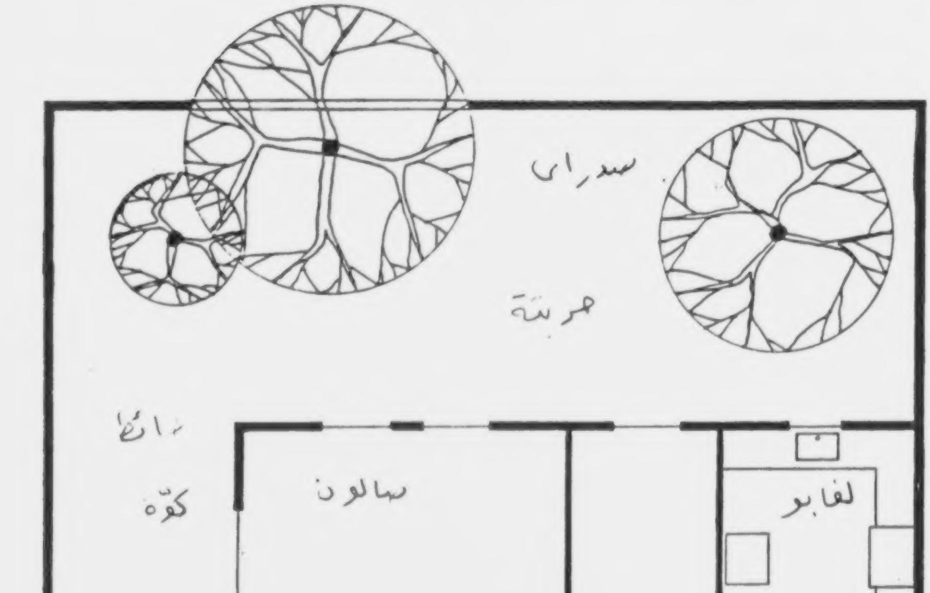
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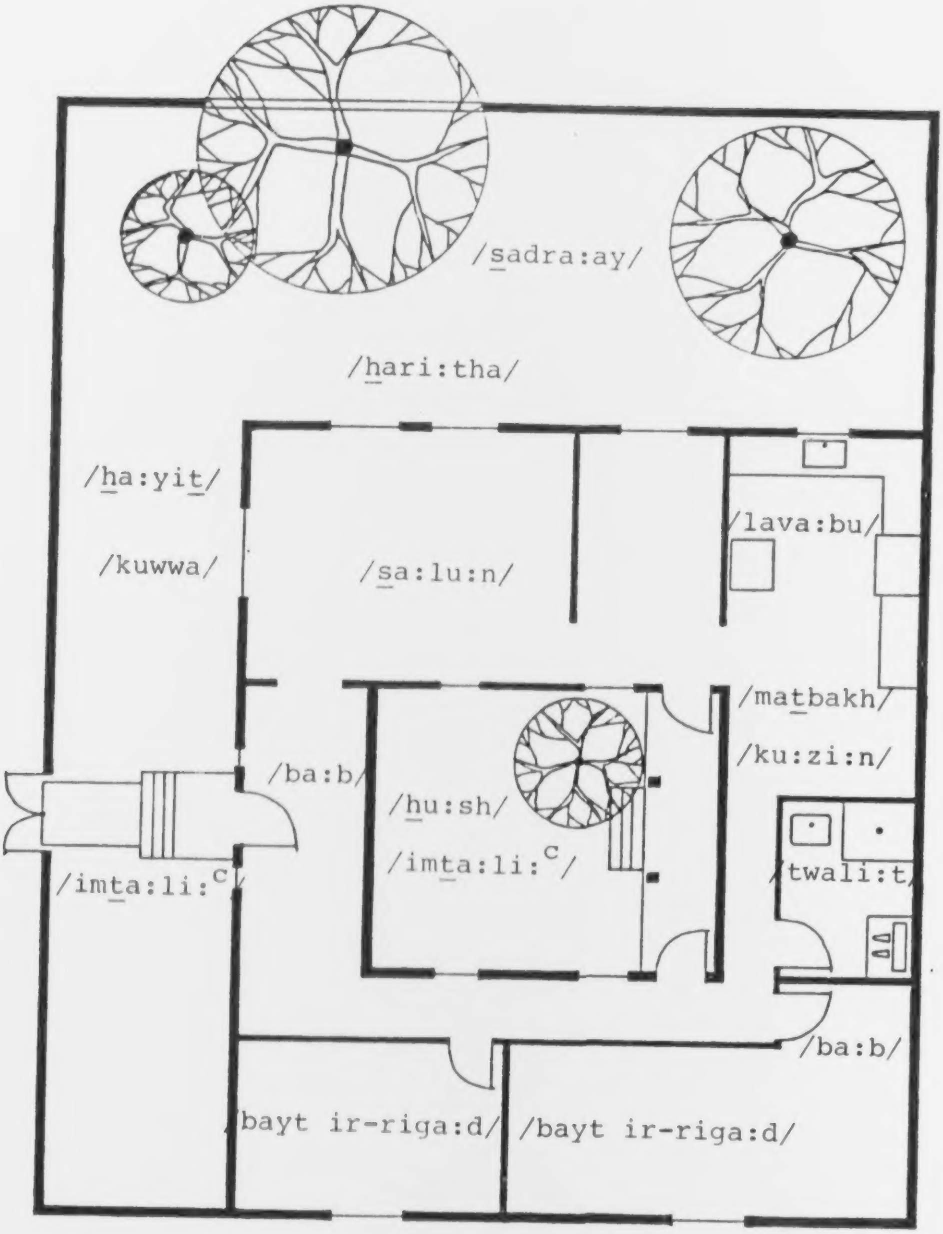
LESSON TWENTY-SEVEN HOUSE AND BASIC FURNISHINGS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/imt̲a:li:ᶜ/
/twali:t/
/ba:b/
/bayt ir-riga:d/
/bayt ir-riga:d/

ADDITIONAL MATERIAL: Basic Furnishings.

Activity: Learn the words for these basic furnishings. Try to find out typical prices for things you will need to buy and seek the advice of your friends and experienced volunteers.

chair	/mag^{c}ada/	مقعدة
sink	/lava:bu/	لفابو
tap	/rubina/	ربنة
cooker/stove	/il-buwi/	البوي
fridge	/fri:ji:dayr/	فريجيدير
cupboard	/armu:r/	ارمور
tub	/si:wa/	سيوة
bucket	/dalu/	دلو
spoon	/kiddu/	كدّو
fork	/fu:rshat/	فورشت
knife	/mus/	مس
platter	/tabs̲i:l/	تبصيل
bowl (small)	/ji:ra/	جيرة
plate	/plat/	بلت
cup	/ka:s/	كاس
broom	/balayya/	بليّة
sheet	/dra/	درا

mattress	/matla/	مطلة
bed	/matka/	متكة
teapot	/barra:d/	برّاد
electricity	/kahraba/	كهربا
well	/ha:si/	حاسي

Suggestions for Use: Consult with former Volunteers in your host community (if there have been any) or with other people familiar with the area. Find out which household items you will need, and where they can be found. Learn the Arabic names for the items on your list and how much they cost.

HEALTH INTERVIEW

Lesson Twenty-Eight

Objective: At the end of this lesson, you should be able to ask pertinent questions in a typical health interview. When you learn the Supplementary Material, you will be able to recognize the Arabic for many common health complaints and diseases.

Basic Material:

Nurse: How old is your child?
Mother: He was born in 1974.
Nurse: What's wrong with him?
Mother: He's got a fever and stomach ache.
Nurse: Since when?
Mother: For a week.
Nurse: What does he usually eat?
Mother: He eats rice, potatoes and bread.
Nurse: You must change his diet (food). He needs more protein.
Mother: What kinds of food?
Nurse: Eggs, milk, meat and fish are the best.

Activities:

1. Listen, as your teacher and another speaker "role-play" dialogue. Practice asking an answering the questions yourself, checking your pronunciation with your teacher.
2. Memorize the dialogue and role-play it for your class with another learner.
3. Change the nature of the complaint and suggest the appropriate medical advice. Refer to the Supplementary Material for further vocabulary.

Suggestions for Use:

1. Find out from your teacher or a medical co-worker the names of the most common medical complaints of patients in a Mauritanian clinic.
2. Listen to your co-workers and colleagues perform their duties in Arabic. Note the most common questions asked and answers given, and learn how to say them.

LESSON TWENTY-EIGHT

الدّرس الثّامن و العشرون

طبيبة	طفلك عنده كم سنة ؟
امّ	هو خلق في عام 1974
طبيبة	مالهُ ؟
امّ	عنده الحمّى و يوجعهُ كرشهُ
طبيبة	من اينتا ؟
امّ	من اسبوع
طبيبة	اش يوكل عادةً ؟
امّ	هو يوكل مارو و بمدتير و مبورو
طبيبة	واجب عليكم تبدلي لهُ لوكيل .
	يحتاج ياسر من البروتين
امّ	شنهو من لوكيل ؟
طبيبة	احسن شي البيض و لحم والحوت
	و لبن

طبيبة	طفلك عنده كم سنة ؟
أمّ	هو خلق في عام ١٩٦٤
طبيبة	ما لهُ ؟
أمّ	عنده الحمى و يوجعهُ كرشه
طبيبة	من اينتا ؟
أمّ	من اسبوع
طبيبة	اش يوكل عادة
أمّ	هو يوكل مارد و بمدتير و مبورر
طبيبة	واجب عليك تبدلي لهُ لوكيل .
	يحتاج ياسر من البروتين
أمّ	شنهو من لوكيل ؟
طبيبة	احسن شي البيض و لحم والحوت
	و لبن

LESSON TWENTY-EIGHT

HEALTH INTERVIEW

BASIC MATERIAL: Dialogue for memorization.

/t̲abi:ba/: /tful-ik ^{c}and-u kam sana:'?/

/umm/: /huwa khlag vi ^{c}a:m 1974/

/t̲abi:ba/: /ma:l-u?/

/umm/: /^{c}and-u il-h̲umma wa yu:ja^{c}-u kirsh-u/

/t̲abi:ba/: /min aynta?/

/umm/: /min isbu:^{c}/

/t̲abi:ba/: /ash yu:kil ^{c}a:datan?/

/umm/: /huwa yu:kil ma:ru wa bumditayr wa mbu:ru/

/t̲abi:ba/: /wa:jib ^{c}alay-ik tibdili l-u lu:ki:l
huwa yuh̲ta:j ya:sir min il-bru:ti:n/

/umm/: /shinhu min lu:ki:l?/

/t̲abi:ba/: /ah̲san shi il-bayd̲h̲ wa lah̲am wa l-h̲u:t wa laban/

Notes on the Basic Material:

1. /tful/ is a young boy. Another word you will hear is /wild/.
2. /^{c}and-u kam sana:'/ means literally "he has how many years?" and is used to convey the equivalent of our "How old is...?"
3. /huwa khlag/ - note that the Past Tense in Arabic is used to translate the English "He was born...".
4. /h̲umma/ means "fever".
5. /yu:ja^{c}-u kirsh-u/ literally means "it hurts him his stomach".
6. /wa:jib ^{c}alay-ik/ - expresses the equivalent to "you must". It means literally "duty on you". The suffix pronoun will change depending upon who is speaking or being referred to.
7. /tibdili l-u lu:ki:l/ - "you change his diet", note that the Arabic literally "you change for him the food".
8. /yuh̲ta:j/ - means "he needs."

SUPPLEMENTARY MATERIAL: Health Glossary.

Nutrition:

protein	/bru:ti:n/	بروتين
vitamins	/vi:ta:min/	فيتامن
energy	/ta:qa/	طاقة
fatigue	/ta^{c}ab/	تعب
anemia	/ifru:g id-damm/	افروق الدّمّ
malnourished	/su:' it-taghdhiya/	سوء التّغذية
sickness	/maradh/	مرض
health	/sihha/	صحّة
sick	/mari:dh/	مريض
well	/shi:h/	صحيح
nutriments	/ghitha':i/	غذائي

General Medical:

bacteria	/bakti:riya/	بكتيرية
blood	/damm/	دمّ
cell	/khiliya/	خلية
lungs	/riyya/	ريّة
stomach	/kirsh/	كرش
growth	/namu/	نمو

prevention	/wa^{c}a:ya/	وعاية
diarrhea	/lasi/	لسي
infection	/waj^c/	وجع
injection	/dagg/	دقّ
vaccination	/sharta/	شرطة
clean	/nadhi:f/	نظيف
cleanliness	/in-nadha:fa/	النظافة
soap	/sa:bu:n/	سابون
fever	/humma/	حمّى
contagious	/^{c}adwa/	عدوة
nausea	/agtha:b/	اقتاب
bandage	/ida:wa/	ادارة
medicine	/dawa/	دوا
nurse (m.)	/tbi:b/	طبيب
doctor (m.)	/tbi:b/	طبيب
midwife	/gabba:dha/	قبّاظة

Disease specific:

intestines	/musa:ri:n/	مصارين
bladder	/imabu:la/	امبولة
urine	/bu:l/	بول

breast	/bazu:la/	برولة
vagina	/rah̲am/	رحم
abortion (2)	/ijha:d/ اجهاد /ta^{c}ji:l/	تعجيل
miscarriage	/it̲i:h̲ il-kirsh/	اطيح الكرش.
smallpox	/jidri/	جدري
tuberculosis (2)	/su^{c}la/ سعلة /sil/	سل
measles	/buh̲aymuru:n/	بحيمرون
tetanus (2)	/tata:nus̲/	تتانص
	/dagit musma:r/	دقت مسمار
whooping cough	/tashta:g/	تشتاق
dehydrated	/mustah̲im/	مستحم
hepatitis	/alam il-kibd/	الم الكبد
cholera	/ku:li:ra/	كوليرا
jaundice	/as̲fa:r/	اصفار
malaria	/tawja:d̲/	توجاد
microbes	/mi:kru:b/	ميكروب
worms	/du:d/	دود
parasites	/du:d/	دود
wound	/jarah̲/	جرح

Pregnancy and child birth:

contraception	/ta^{c}qi:m/	تعقيم
conception/ pregnancy	/h̲aml/	حمل
sexual intercourse	/jima:^{c}/	جماع

uterus	/raham/	رحم
sperm	/mani/	مني
eggs	/baydh/	بيض
fetus	/jani:n/	جنين
ovary	/baydh/	بيض
birth	/il-wila:da/	الولادة
delivery	/khla:s/	خلاص
placenta	/shaba:t ishi:r/	صحبت اشير
umbilical cord	/habl is-sarra/	حبل الصّرة
labor	/ᶜamal/	عمل
contractions	/ingaba:d/	انقباض

Other miscellaneous:

height	/tu:l/	طول
weight	/wazan/	وزن
feces	/limakhraj/	لمخرج
heartbeat	/harakat il-galb/	حركة القلب
blood pressure	/idh-dhaght id-dammawi/	الضغط الدّموي

Note:

Refer back to the drawings on pp. 100-101 and with your new vocabulary, discuss again in depth the implications that these drawings have for development in Mauritania.

AGRICULTURAL TALK

Lesson Twenty-Nine

Objective: At the end of this lesson, you should be able to make inquiries about local agriculture. By learning the Supplementary Material, you will be able to use additional important agricultural terminology.

Translation of Basic Material:

A: What do you grow in (region) ?

B: We have (name of crop) .

A: Do you grow any vegetables?

B: A few, in the South.

A: When do you plant?

B: In (season) .

A: And when do you harvest?

B: We harvest in (month) .

Activities: 1. Using the words in the Supplementary Material, substitute the names of agricultural crops and products as answers to the first question.

Suggestions: 1. Practice the dialogue with a friend, and ask the questions to someone from a particular area. Find out where local foodstuffs come from.

LESSON TWENTY-NINE

الدّرس التاسع العشرون

ا شنهو تزرعو في ______ ؟

ب نزرعو ______ .

ا تزرعو الخضار ؟

ب شويّ في القبلة

ا ابنتا نغرّسو ؟

ب في ______

ا وابنتا تحرتو ؟

ب نحصدو في ______

ا   شنهو تزرعو في ——— ؟

ب   نزرعو ———

ا   تزرعو الخضار ؟

ب   شوي في القبلة

ا   اينتا تغرّسو ؟

ب   في ———

ا   و اينتا تحرتو ؟

ب   نحصدو في ———

LESSON TWENTY-NINE

AGRICULTURAL TALK

BASIC MATERIAL: Dialogue for Memorization and Adaptation.

A: /shinhu tizra^{c}u vi ______ ______?/

B: /nizra^{c}u _________./

A: /tizra^{c}u il-khudha:r?/

B: /shway vi l-gibla/

A: /aynta tigharrasu?/

B: /vi ___________/

A: /wa aynta tihrathu?/

B: /nihsadu vi _______./

Notes on the Basic Material:

1. /tizra^{c}u/ means "you (pl.) grow".
2. /khudha:r/ means "vegetables".
3. /il-gibla/ is "south".
4. /tigharrasu/ means "you (pl.) plant". /tihrathu/, is you (pl.) harvest". /nihasadu/ is an alternative word for "harvest".

Note:

Refer back to the drawings on pp. 100-101 and with your new vocabulary, discuss again in depth the implications that these drawings have for development in Mauritania.

SUPPLEMENTARY MATERIAL: Agricultural glossary.

field/plot(s)	/harth/	حرث	/ahra:th/	احراث
fence	/azri:t/			ازريت
fertilizer	/^{c}ars/			عرص
grass	/arbi:^{c}a/			اربيعة
weeds	/agli:^{c} arbi:^{c}a/			اقليع اربيعة
hoe	/igja:y/			اقجاي
shovel	/abi:l/			ابيل
rake	/rachu/			رشو
plow	/wati:r/			وتير
yoke	/awati:l/			اوتيل
irrigation canal	/gasb lis-sagi/			قصب لسّقي
pipe/pipes	/gasb/	قصب	/agsa:b/	اقصاب
pump	/abu:nb/			ابونب
motor	/muti:r/			متير
generator	/jini:ra:ti:r/			جنيراتير

soil/earth	/trab/	ترب
stone	/h̠ajara/	حجرة
valley (2)	/sahl/	سهل
	/gu:d/	قود
dune (2)	/^{c}alb/	علب
	/zi:ra/	زيرة
mountain	/jabal/	جبل
sack	/asgi:b/	اسقيب
two kilos	/mudd/	مدّ
100 Kgs.	/bari:ga/	بريقة

Names of crops:

peanuts	/il-gart/	القرت
millet, sorghum	/il-azra^c/	الازرع
maize/corn	/il-makka/	المكّة

wheat	/il-gamh̲/			القمح
pepper	/abu:bar/			ابو بر
beet	/bitra:v/			بتراف

Verbs: (given in "he" form of Present Tense)

to cultivate (2)	/yizra^c/	يزرع	/yih̲rath/	يحرث
to grow	/yinbat/			ينبت
to die	/imu:t/			اموت
to water	/yisgi/			يسقي
to harvest (2)	/yih̲s̲ad/	يحصد	/yih̲rath/	يحرث
to store	/yilam/			يلم
to destroy	/yihdam/			يهدم
to eat	/yukil/			بكل
to plant	/yigharras/			يغرّس
to dig	/yijhar/			يجهر
to hoe	/yigbi/			يفبي
to plow	/yuti:l/			يتيل

to pull	/yintur/	ينتر
to kill	/yigtal/	يقتل
to fertilize	/idi:r il-ᶜars̱/	ادير العرص
to rain	/yimṯar/	يمطر
to transplant	/yigharras/	يغرّس

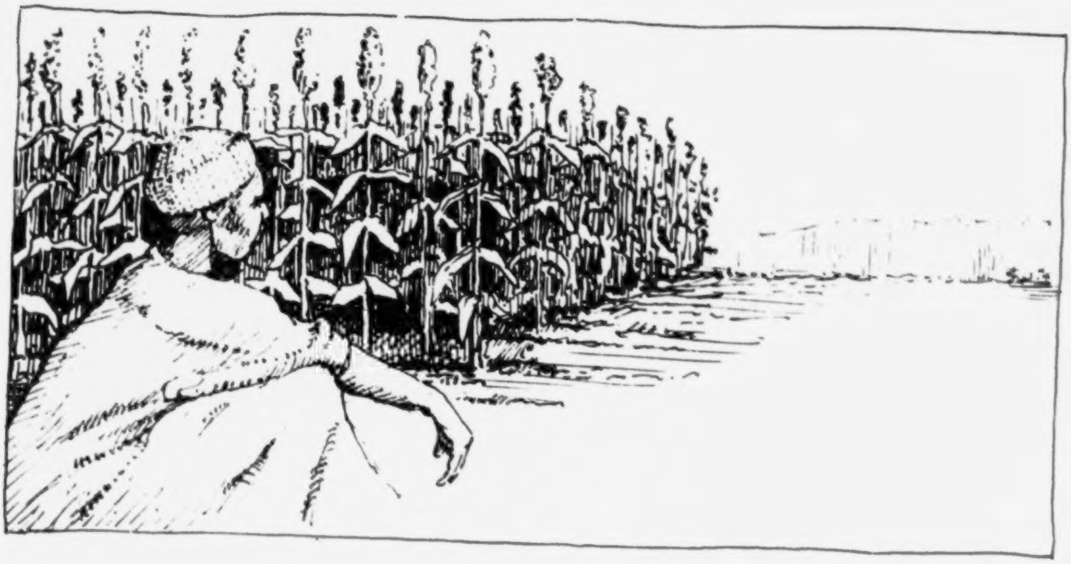
The name of Allah is repeated to form this eight-pointed star

ADDITIONAL VOCABULARY: Names of Months.

January	/yana:yir/	يناير
February	/fibra:yir/	فبراير
March	/ma:rs/	مارس
April	/abri:l/	ابريل
May	/mi:h/	ميه
June	/yu:ni/	يوني
July	/yu:li/	يولي
August	/aghasht/	اغشت
September	/sibtimbi:r/	سبتمبير
October	/uktu:bi:r/	اكتوبير
November	/nuvimbi:r/	نفمبير
December	/disimbi:r/	دسمبير

Activity: Find out the names of the Islamic months. You have already seen two - Ramad̲an and H̲ajj, which are the two most well-known. Although the Islāmic months exist side-by-side with the Gregorian months, the latter are used much more frequently in everyday Mauritanian life.

LESSON TWENTY-NINE



IN THE FIELD

Lesson Thirty

Objective: At the end of this dialogue you should be able to further your inquiries about local agriculture, and practice using the conditional in Arabic.

Translation of Basic Material:

Sam: Hello. What did you plant here?

Ahmad: I planted beets here and corn over there.

Sam: Did you put fertilizer on the field?

Ahmad: No. There isn't any in this area.

Sam: If you use (used) fertilizer the crops will grow better.

Ahmad: If you bring (brought) me a little, I will put it. (on the crops)

Sam: I'll speak to my director tomorrow. If I haven't brought it to you before Friday, come to the office in Nouakchott and I'll give you a sack of it.

Activities:

1. Using the words from the Agricultural Glossary in Lesson 29, substitute the names of other agricultural crops and products as answers to the first question. Learn any regional alternatives for the agricultural vocabulary used in this Lesson.

2. Practice this dialogue in class with your teacher. Discuss the agricultural patterns and practices of the different regions of Mauritania.

LESSON THIRTY الدّرس الثلاتون

سام	السلامْ عليكم . اش غرّست غون ؟
احمد	زرعت بزاف عون و المكّه سوك
سام	درت الانقراي فوق الاحرات ؟
احمد	ابدا . ما نو خالق في هذى المنطقة
سام	الا استعملته النبات تنبت احسن
احمد	الا جبت لي شري نديره
سام	لا بس نتكلم مع مديري الصّبح . الا ما جبته لك قبلة الجمعة وامشي شور المكتب في نواكشوط و لاحي نعطيك اسقيب منه

الدّرس الثلاثون LESSON THIRTY

سام السلامُ عليكم. اش غرّست هون؟

احمد زرعت بزاف هون و المكّة هوك

سام درت الانقراي فوق الاحرات؟

احمد ابدا. ماهو خالق في هٰذي المنطقة

سام الّا استعملته النبات نبت احسن

احمد الّا جبت لي شوي ندبره

سام لاهي نتكلّم مع مديري الصّبح.
الّا ما جبنه لك قبله الجمعة واهي
شور المكتب في نواكشوط و لاهي
نعطيك اسقيب منه

LESSON THIRTY

IN THE FIELD

BASIC MATERIAL: **Dialogue for Memorization:**

/sa:m/	-	/is-sala:mu ^{c}alay-kum. ash gharrast hu:n?/
/ah̲mad/	-	/zra^{c}t bitra:v hu:n wa l-makka h̲u:k/
/sa:m/	-	/dirt il-angray vawg il-ah̲ra:th?/
/ah̲mad/	-	/abda. ma:hu kha:lig vi ha:dhi l-mint̲aga/
/sa:m/	-	/illa sta^{c}milt-u in-nabata:t tinbat ah̲san/
/ah̲mad/	-	/illa jibt l-i shway ndi:r-u/
/sa:m/	-	/lahi nitkallam ma^{c}a mudi:r-i is̲-s̲ubh̲. illa ma jibt-u l-ak gubla il-juma^{c}a wahay shu:r il-maktab vi nua:kshu:t̲ wa lahi na^{c}t̲i:-k asgi:b min-u/

Notes on the Basic Material:

1. /il-angray/ - the french word "engrais". It means "fertilizer" and is widely understood.
2. /illa/ - "if." For further reference on "if" sentences, see *The Grammar Handbook* Lesson on Conditionals.
3. /a h̲ san/ - a comparative form meaning "better." See *The Grammar Handbook* on Comparatives and Superlatives for further information.
4. /wahay/ - in the imperative form, meaning "come".
5. /asgi:b min-u/ - literally "a sack from it."

APPENDIX A

HASSANIYA PROVERBS

Mauritanians have many interesting proverbs, and you will undoubtedly hear many of them during your visits with families. Many of them are wise, some are prophetic and still others are humorous, but all of them display the wonderful musicality, rhythm and rhyme of the Arabic language. See if you can learn some, and try to use them in the appropriate context. Also, share some American proverbs (such as "Don't cross the bridge until you get to it") with your friends and hosts.

1. الخلاق قبل العلام

"The creator came before the educator."

2. لم مامون و أسو كادت ڭا بون

"Always trust your mother, even if she is a hyena."

3. أسوف الشيخ المنك ال ما شاف افكراش الواكف

"An old man who is lying down can often see better (more clearly) than a young person who is standing up."

4. اللحم لا خنزت ما تحمله كون أهله

"Only a person whose meat goes bad can actually bear the burden of his own misfortune." (This could apply to a mother who gives birth to a crippled child, for example.)

5. تهروب ڭبل الحوك

"If you want to run away, get going before your pursuer catches up with you."

6. الما يسملك ما تنفع

"You can't do anything good for a person who doesn't obey you."

7. ال ما شاف السماء لا تنعتول

"If someone doesn't see the sky, you shouldn't try to show it to him, because he most likely doesn't want to see it."

8. الشوف ما يمّل اجّوف

"The view doesn't fill the stomach." (Or, in order to enjoy something completely, it is not enough just to look.)

9. ركيل ماآتج فاللبّس

"To plan ahead is often dangerous - we can never be sure of our plans." (Literally, "Numbers and calculations shouldn't be put into our pockets.")

10. ال يُطا عظ لحنش يخلع لحبل

"A person who has been bitten by a snake will from then on be afraid merely of a rope that might resemble that snake."

11. أكّلام من فم ملاه أحل

"It is better to speak directly with someone with whom you have business than to use a go-between (or intermediary)."

12. الّ اجبر امّ ما يرظع حدّات

"Why look for someone better when you already have someone who is good?" (Literally, "He who has been known his mother shouldn't be breast-fed by his grandmother.")

APPENDIX B

LANGUAGE BEHAVIORAL OBJECTIVES*

These two lists of behavioral objectives may be useful to you as a way of keeping track of your progress and planning your study of Hassaniya. By the end of the training program you should probably be able to do all the communication tasks in List A, and you should be working on the tasks in List B. Eventually, you should be able to do all the tasks in both Lists A and B in order to be fully effective in your work.

LIST A: - I can perform the following communication tasks adequately:

( ) 1. Greetings, social introductions, and leave taking.

( ) 2. Give and ask for directions.

( ) 3. Handle currency; ask for change.

( ) 4. Make purchases (food, clothing, tickets).

( ) 5. Order a simple meal.

( ) 6. Get around using public transportation.

( ) 7. Give and request simple autobiographical information, i.e. nationality, marital status, occupation, date and place of birth. Give height and weight in metric system.

( ) 8. Describe my family. Request similar information from another.

( ) 9. Have some success in bargaining at the market.

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*Adapted from Le Francais Essential pour L'Afrique Francophone, Peace Corps, Washington D.C., 1978.

LIST B: - I can perform the following communication tasks adequately:

( ) 1. Everything from List A.

( ) 2. Describe present and/or most recent job or activity in some detail. Request similar information from another person.

( ) 3. Give detailed information about family, and hometown, and request similar information from another person.

( ) 4. Give a brief autobiography. Tell about immediate plans and hopes. Request similar information from another.

( ) 5. Describe the geography of the United States or of a familiar location. Request similar information about another country or location.

( ) 6. Describe the basic structure of the U.S. Government and the U.S. educational system. Request similar information about another country.

( ) 7. Describe the purpose and the function of the Peace Corps.

( ) 8. Give a brief description of hobbies and pastimes. Request similar information from another person.

( ) 9. Be able to discuss current events, U.S. attitudes on race, foreign policy, culture, foreign aid, etc. in some depth.

INDIVIDUAL OBJECTIVES

The following are objectives that you should determine for yourself. You might consider subjects or areas that you often talk about in English.

Describe five areas that you wish to have some fluency in. Two more spaces are provided for future use. Check each one off as you feel you have a gained reasonable fluency in it.

( ) 1. ______________________________

( ) 2. ______________________________

( ) 3. ______________________________

( ) 4. ______________________________

( ) 5. ______________________________

( ) 6. ______________________________

( ) 7. ______________________________

ENGLISH-HASSANIYA

GLOSSARY

The following list consists of all the vocabulary which appears in The Communication and Culture Handbook, The Grammar Handbook as well as a number of entries from a high frequency English word list. At the end you will find a list of common expressions and idioms. Their Hassaniya translations are provided in Arabic script; abbreviations indicate the part of speech, gender, and plural forms where relevant.

Key

(n) = noun
(v) = verb
(adj.) = adjective
(pl) = plural
(f) = feminine
(m) = masculine

A

able (adj.)	قادر
abortion	اجهاد تعجيل
about	عن
above (upstairs)	فوق
accept (v.)	اقبل
account	حساب
accounts (n. pl.)	حسابات

act (behave)		صرّف
act (take action)		عمل
action (n.)		عمل
add		عدّ
address (n.)		عنوان
admit		ادخل
afraid		خائف
after	عاقب	بعد
afternoon		ظهر
again		مرة ثانية
against		ضد
ago		———
agree		وافق على
agriculture		زراعة
agricultural project		مشروع زراعي
aid (n.)		تعاون

aid (v)	عاون
air	هوا
airplane	طير
airport	مطار
all	كل
allow (v.)	فتّى
all right; O.K.	ابوا
almost	تقريباً
alms (religious)	زقات
alone	وحد
along	على طول
a lot of	ياسر من
already	ذرك
also	محوتّي
although	مع أن
always	دائماً

America	امريكا
American	امريكي
among	بين
amount	عدد
and	و
anemia	افروق الدّم
animal	حيوان
another	ثاني
answer (n.)	جواب
anyone	حد
anything	شي
appear	ظهر
apple	تفاح
approximately	تقريباً
April	ابريل
Arabic (n.m.)	عربي

area	منطقه
arm	درع
army	جيش
around	مدور
arrive	وصل
art	فن
as	
ask	سوّل
assistance	تعاون
aspirin	اسبرين
at (near)	عند
August	اغشت
autumn	خريف
B	
baby	اطفيل
back (n)	ظهر

bacteria	بكتيريا		
bad	ماهو زين	راخ	شين
bag (n)	صك		
baggage	متاع		
ball	تاق	تود	كرة
bananas	بنان		
bank	مصرف	بنك	
barber	حلّاق		
basket	سلة		
bathroom	حمّام	مرفق	
battery	اغمار		
beach	شاطي		
beat (v.)	اقلب		
beautiful	زين		
because	بيهلّ		
become	اعود		

bed	متكَة	فراش
bedroom	بيت ارقاد	
beer	بيرة	
beet	بترَاف	
before	اقبل	سابق
begin	بدأ	تسنت
behind	اورا	
believe	ظنّ	
belong	لَ	
below	تحت	
belt	محزن	
beside	احذ	
best	اخير	
better	اخير	
between	بين	
big	اكبير	

biology	بولوجية
bird	طير
birthday	عيد اخلاق
black	اكحل
blackboard	سبورة
bladder	مبولة
blade (razor)	لنست
blanket	اميجو
blood	دمّ
blood pressure	الضّغط الدّموي
blue	اخضر
boat	سفينة
body	جلد جسم
boil (v)	تحلى
bone	عظم
book	كتاب

born (v.)	اخلق
borrow	اعر
both	لثنين
bou-bou	دراعة
bowl (n)	تبسيل
box	بطى
boy	الطفل
brazier	فرنة
bread	امبورو
break (v.)	كستر
breakfast	اصبوح
breast	صدر
breeze	بع
bridge	صال
bring	جيب
broken	مدقدق

broom		بلبّة
brother		اخ
brush (n)		سرّاح
bucket		سبوة
build		بنى
building	بناء	عمارة
bureau		مكتب
burn		حرق
bus		باص
business		شؤون
busy	مشغول	مشطن
but	لكن	ياغير
button		بتون
buy		اشر
by		احذ

C

cab (taxi)	تَكسي
cable (telegram)	تلغرام
call (v.)	عيّط
called, named	اقال
camel (n.m.)	اجمل
(n.f.)	ناقة
(pl.)	اجمال
camera	مَكينة التصوّير
can (able) (v.)	قد
can (tin) (n)	بطى
can opener (n)	فتاح
cancel	أَلْغى
capital (n)	عاصمة
car (auto)	واتة
care (for) (v.)	تَكلّف ب
careful	حاذر

carpet	زربيّ	
carrots	كروت	
carry	ارفد	احمل .
case	حال	
cash	فضّة	ذات
cassette (tape)	مسجلة	
catch (v.)	اكرد	
cause (n)	سبّ	
ceiling	سقف	
cell (biological)	خلية	
center (n)	مركز	وسط
centimeter	سنتيمتر	
century	قرن	
certain	قرش	وحدين
chain (n)	سلسلة	
chair	كرسي	

chalk	طبشير
chance (n)	مناسبة
change	بدل
charcoal	لحموم
charge (v.)	كلف
cheap	هيّن
cheese	اجبن
chemistry	كيمية
chief	شيخ
child	اشير
cholera	كوليرا
choose	اختار
Christian(s)	مسيحين
church	كنيسة
cigarette	سجاريت
cinema	سينما

circle (n)		دائرة
city	دشرة	مدينة
class	قسم .	فصل
classical		فصحى
classroom		قسم
clean		انظّف
clean (adj.)		مصقول
cleanliness		نظافة
clear (adj.)	ظاهر	صافي
clever		عاقل
climb		اطلع
clinic, hospital		طب
clock		وقات
close (v.)		اقفل
closed		مقفول
cloth		خنت

clothes	الباس
cloud	مزن
cocktail	كوتيل
coffee	كافة
coin	فضة
cold (n.)	برد
cold (adj.)	بارد
college	اعدادية
color	لون
comb (n.)	سراح
come	جاء
come back (v.)	رجع
comfortable	مريح
common	عادي
communications, transport	تواصلات
company (business)	شربكة

complete (adj.)		تام
conditions		ظروف
consider		اعتبر
contagious		عدوة
contain (v.)		احتوي
continue (v.)		واصل
contraception		تعقيم
contractions		انقباض
control (v.)		راقب
cook (v.)	انصب	طيب
cooker, stove		البوي
cool (adj.)		مستبرد
cooperate, help (v.)		تعاون
cooperative		تعاونية
copy (v.)		اكتب
corn, maize		مكّة

corner (n.)	حاشي
cost (v.)	يسق
cotton	قطن
cough (n.)	كحّة
could (v.)	إلد يمكن
count (v.)	احسب
counterpart, colleague	زميل
country	بلد
course (n.)	قسم درس
court	ساحة
cousin	ولد عمّ
cous-cous	كسكس
cover (v.)	اغطى
cow	بقرة
cramps	وجع الكرش
cross (v.)	اقطع

crowd (n.)	جماعة	ناس
cry	بكى	
cultivate	زرع	
customer	مشتاري	
cut (v.)	قطع	
D		
dance (v.)	رقص	
dark	امظلم	طامس
date (eating) (n.)	تمر	
daughter	منت	
dawn (n.)	فجر	
day	يوم	نهار
dead (adj.)	ميّت	
deal (n.)	مهمة	
December	ديسمبر	
decide	قرّر	عزم

deep	عميق	طويل
dehydrated	مستحيم	
delay (v.)	تأخر	
delivery	خلاص	
dentist	طبيب الاسنان	
desert (n.)	بادية	
desire (v.)	ابقى	
desk	مكتب	
destroy	هدم	
development	تطوير	
dialect	لهجة	
diarrhea	وجع الكرش	لسي
die	مات	
difference	اختلاف	
different	ما يشابه	
difficult	واعر	

dig (v.)		جحر
diningroom		بيت لوكيل
dinner		عشاء
direct (adj.)		مباشر
director		مدير
dirty		اموسّخ
discover		اكتشف
dish (n.)		جيرة
distance		مسافة
district, region		منطقة
do		عمل
doctor (m.)		طبيب
dog		كلب
dollar		دولار
door	ضم	باب
double		امدوبل

doubt (v.)		تريب
down		تحت
downstairs/under		تحت
draw (v.)		اصنف
dry (adj.)		يابس
dream (v.)		احلم
dress (v.)		البس
dress (n.)		رمباي
drink (n.)		شراب
drink (v.)		شرب
drive	احرك	اسوق
driver		شوفير
drought		جفّاف
dune	زيرة	علب
during		مدّة
dust (n.)		قبزا

duty	مهمة واجب
E	
each/every	كلّ
ear	اذن
early	بالعجلة
earth	اتراب
easy	سهل
eat	اوكل
education	التّعليم
egg	بيض
eggs (reproductory)	بيض
eight	ثمانية
eighteen	اثمنتعش
eighty	ثمنين
electricity	كهرباء
eleven	احدعش

embassy	سفارة
embroidery	زخرفة
encampment	فرقة
energy	طاقة
engineer (n.)	مهندس
English	انقليزية
enough	كامي
enter	دخل
evening	مساء
every each	كلّ
every/anyone	كلّ حد
everything	كلّ شي
eyes	عيون
example	مثال
expensive	واعر
extension worker	مشغال

F

face (n.)		وجه
fact	أمر	معدّل
factory		مصنع
fair (equal)		امستقم
faith		إيمان
fall (v.)		إطيح
family	اسرة	عائلة
famous		شايع
far		ابعيد
farmer		فلاّح
fast (v.)		صام
fast (adj.)		بالعجل
fat		أسمين
father		بو
fatigue		تعب

favor (n.)		الخير
favorite	أخير	أشبه
fear (v.)	إذل .	انخلع
February		فبراير
feces		مخراج
feel (v.)		إحس
feet		كرعين
fence		حاجز
fertilizer	عرص	انجرى
fetus		جنين
fever		حمّى
few		إقليل
field	حرث	حقل
fifteen		اخمستعش
fifty		خمسين
fight (v.)		تعارك

figure (v.)	أوجه		
fill (v.)	املى		
film (n.)	فلم		
finally	من تال	أخيراً	
find (v.)	اَجبر		
fine (well) (adj.)	لا باس	متمونك	زين
finger (n.)	أُصبع		
finish (v.)	توف		
finished over	وفات		
fire (n.)	نار		
first	لوّل		
fish (n.)	حوت		
fit (v.)	قرّك		
five	خمسة		
fix repair	صلّح	عدّل	
flavor	مسك		

floor	التّحت	فتراب
flower		نوّار
fly (v.)		إطير
follow	إتلب	تبع
food		عيش
foot		كرع
for to		لَ
force (n.)		قوّة
foreign		اجنبي
forest		غاب
forget		نسى
fork		فرشت
form (n.)		شكل
forty		أربعين
forward		القدّام
four		أربعة

fourteen	أَربعتعش		
free (no cost) (adj.)	بذيل الحال	مجاناً	
French	فرنساوي		
fresh	بارد		
Friday	يوم الجمعة		
friend	صاحب		
from	من		
front	قدّام		
fruit	ثمرة		
fun	لعب	ارذخ	جوف
funny	إضحك		
full	إملان		
function work (v.)	يشتغل	عمل	
future	مستقبل		
G			
game	لعب		

gasoline	وقيد إصانص
gas station	محطة الوقيد
garden (n.)	بستان
gate	باب مدخل
general (adj.)	عامّ
generator	جنيريتر
geography	جيوقرافية
get (v.)	إحصل على
get in (v.)	إركب
get up	إغوم
ghost	ظهور
gift	هدية
girl	بتابة
give	اعطى
glad	فرحان
glass (drinking)	كاس

glasses (eye)	نظارة
go (v.)	إمشى
goat	عنز
god	الله ربّ مولانا
gold	ذهب
good, well	زين
good-bye	مع
goodness	الخير
government	حكومة
granddaughter	حفيدة
grandfather	جدّ
grandmother	جدة
grandson	حفيد
grapes	عنب
grass	ازبيع
grateful	

green	أخضر
grocery	بقالة
group (n.)	اجماعة
grow	كبر
growth	نمو
guard (n.)	ڮرّدن
guide (n.)	قود
gun	مدفع
H	
hair	رقب
haircut	نحسن
hairdresser	حلّاق
half	نصّ
hand (n.)	ايد
hang	علق
happen	اخلق

happy	فرحان	مسرور
hard	واعر	أمتين
hat	هولي	
have (v.)	عند	
have breakfast	اصطبح	
have dinner	اتعشى	
have lunch	اتغدى	
head	راس	
headache	وجع الرّاس	
health	صحّة	
hear	إسمع	
heart	قلب	
heat (n.)	حمّان	
heavy	ثقيل	
height	طول	
help (v.)	عاون	

here	هون	
high	طويل	
hill	ارتفاع	
hire	أكر	اكتري
history	تاريخ	
hit (v.)	بطّ	
hold (v.)	كرد	
hole	قار	
holy war	جهاد	
home	أهل	
hope (v.)	تمنّي	
horse	فرس	
hospital	طب	
hot	حامي	
hotel	اوتيل	فندق
hour	ساعة	

house		دار
how		كيف
how many		كم
how much		باش
however		لكن
human		انسان
humid	راطب	مبلول
hundred		مية
hundred kilos		بريق
hungry		جعان
hunt		صيد
hunter		صياد
hurry (v.)		أعجل
hurt (v.)		إعطب
husband		زوج

I

I		انا
ice		اقلاص
idea	تخميم	فكرة
if		إلّى
ill	موجوع	مريض
important		مهم
in		في
include		ضمّن
increase (v.)		ازيد
industry		صناعة
infection		تلوّث
in front of		قدّام
inhabitant		سكان
injection		دقّة
in order to		يِكان

insect		حشرة
insecticide		انسكتيسيد
inside		وسط
instead		بدل من
instructions		تعليمات
interest (n.)	مصلحة	اهتمام
intestines		مصارن
into		داخل
iron (n.)		غير
irrigation canal		قصب لسقي
Islam		اسلام
island		جزيرة
it		هو
J		
January		يناير
Jesus		عيسى

job	شغلة	عمل
join		اخلط
joke (n.)	نكتة	جوق
joy		فرح
juice		عصير
July		يولي
June		يوني
K		
keep		حرس
kettle		برّاد
key		مفتاح
kill (v.)		إقتل
kilo		كيلو
kilometer		كيلو ميتر
kind (n.)	شكل	نوع
king		ملك

kinsperson	اقارب		
kiss (v.)	عانق	قبّل	صافح
kitchen	مطبخ	كوزين	
knee	ركبة		
knife	موس	مدية	
know	إعرف		
Koran	قرآن		
L			
labor (v.)	عمل		
labor (birth) (n.)	عمل		
laborer	عامل		
lake	بحيرة		
land (n.)	تراب		
language	لغة		
large	إكبير		
last (adj.)	أخير		

late		متأخر
laugh (v.)		ضحك
laundry		ألباس
law	شرع	قانون
lay (out) (v.)		إمقط
lead (v.)		قاد
learn		تعلّم
least		الاقل
leave		امشى
left (direction)		يسار
leg		قدُم
lemon		لمون
length		طول
less		اقلّ
lesson		درس
let (v.)		اسمح

letter (mail)		براوة
lettuce salad		سلط
lie (tell a) (v.)		كذب
life		حياة
lift (v.)	رفد	إرفع
light (v.)		تقب
lighter (n.)		مزقد
like (v.)		ابقى
line (n.)		خط
linen		بزن
lips	شوارب	شارب
listen	سنّت	انصت
literature		ادآب
little		اسقير
live (v.)	عاش	سكن
livingroom		صالون

locust		جراد
long (adj.)		طويل
look (v.)		خرس
look at		إنظر
look for		الوّد
lose	مر	وقد
lost	ضايع	واقد
love (v.)	حبّ	ابقى
lover		حبيب
low		غارا
lower (v.)	خفض	انقص
lunch		غداء
lungs		ريّة

M

machine		مكينة
magazine		جريدة

majority most of	أغلب		
make (v.)	عدل		
malaria	ملاريا		
malnourished	سوء التغذية		
man	راجل		
manner	حالة	صفة	
many	ياسر		
map	خريطة		
March	مارس		
mark (n.)	مرك		
market	مرصة		
marry	تزوّج	تعرّس	تخيّم
married	متخيّم		
mat	حصيرة		
matches	علمت		
material	مواد		

maternal uncle	عمّ	
math	حسابات	
matter (n.)	أمر	شأن
mattress	فراش	
May	ميه	
mean (v.)	عنى	
measles	لحيمرون	
meat	لحم	
medicine	دوا	
meet	أجبر	
meeting	ميعاد	موعد
member	عضو	
men	رجال	
merchant	تاجر	
meter	ميتر	
method	طريقة	

microbes		ميكروبات
middle		وسط
midwife		قبّاض
might (v.)		يمكن
milk (n.)		لبن
millet		ازرع
million		مليون
mind (n.)	تخمام	عقل
mine		ليلي
minister		وزير
ministry		وزارة
mint (plant)		نعنع
minute (n.)		دقيقة
miscarriage		اطيح الكرش
miss (v.)		توحش
Miss		انيسة

Mr. (Mister)	سيد	
Mrs. Ms.	سيدة	
moderate	معتدل	
modern	حديث	متمدن
moment	وقت	
Monday	يوم الاثنين	
money	فضّة	
month	شهر	
moon	قمر	
more	اكثر	
morning	صباح	
mosque	مسجد	جامع
mosquito	ناموس	
most	الاكثر	اغلب
mother	امّ	
motor	متور	

mountain	جبل	كدى
mouse		فار
mouth		فم
move (v.)		حرك
movie		سينما
much		ياسر
music		موسيقى
Muslim(s)		مسلمين
must (v.)		واجب

N

name (n.)		اسم
named called		انقال
napkin		زيق
nation	أُمّة	وطن
national		وطني
natural	طبيعي	عادي

nature		طبيعة
nausea		اقلاب
near	اقريب	احذ
nearly		حكماً
necessary	ضروري	لا بد من
neck (n.)		رقبة
need (v.)		فاضل
needle		إبرة
neighbor		جار
neither		إلّا
never	محال	ابداً
new	طاري	اجديد
news	طواري	اخبار
newspaper		جريدة
next	جاي	مقبل
next to/beside		إحذ

nice			متعدل
night		الليّلة	المساء
nine			تسعة
nineteen			إتسعتعش
ninety			تسعين
no			لا ابدى
none			ماهو شي
north			تل
nose			اخنافر
not			ما
notebook		دفتر	كرنة
nothing		والو	ماهو شي
notice (v.)			لاحظ
November			نوفمبر
now			ذرك
number (n.)	رمز	عدد	رقم

nurse (n.)		طبيبة
nursing		الطبّ
nutriments		عثأي
O		
ocean	بحر	محيط
October		اكتوبر
of		من
of course		طبعاً
off		خارج
offer (v.)	يعطي	إمدّ
office	بيرو	مكتب
officer		ضابط
official		مُوظّف
often	ياسر فيه	كثيراً
oil (n.)		بطرن
okay		ايوا

old	كهل
on	على
once	مرّه
one	واحد
onion	بصل
only	انوف
open (v.)	إفتح
open (adj.)	مفتوح
opinion	راي نظر وجهة تخميم
or nor	ولا
oranges	أورانج
order (n.)	أَمر
other	أَخر
ought	واجب على
outside	مرقب
ovary	بيض

over (on top of)		فوق
over finished		وفات
own (v.)		امتلك

P

pack (n.)		صك
page	اوجه	صفحة
pain (n.)	الم	وجع
paint (v.)		تسنبغ
pair	اِثنين	بير
palm tree		نخلة
panties		سلب
pants		سروال
paper	تاغط	ورق
parasites worms		دود
part (n.)		قسم
party (n.)		حفلة

pass (v.)		اتخطّ
past (n.)		الماضي
paternal uncle		عمّ
pay (v.)		خلّص
peace		سلام
Peace Corps		هيئة السلام
peanuts		قرت
pen		قلم
period (n.)		مدّة
period (menstrual)		حيض
people	شعب	ناس
pepper		ابوبر
perhaps		ممكن
person	حد	شخص
physics		فيسيكة
pick (choose)		اختار

pick up (n.)		لقط
picture (n.)		سورة
piece (n.)		طش
pilgrimage		حجّ
pill(s)	حبوب	حبّة
pillars (Muslim)		فواعد
pillow		اساد
pineapple		اناناس
pipe		قصب
place (n.)	بلد	مكان
placenta		اسل
plan (n.)		تخطيط
plant (n.)		نبات
plant (v.)		تغرّس
plate		طاس
platter		طاس

play (v.)		لعب
pleasure (n.)		متعة
plow (v.)		اتيل
plow (n.)		وتير
point (n.)		نقطة
police officer		بوليس
poor		فقير
population		سكّان
port		مِينا
position		موقف
possible	إصح	ممكن
postage		تيمبر
post card		بطاقة بريدية
post office	بوسطة	بريد
potatoes		بمدتير
pour (v.)		صب

power	اقد
practice (v.)	طبق
praise (n.)	حمد
pray	اصلّى
prayer	صلاة
prayer caller	اذآن
pregnancy conception	حمل
prepare	احضر
present (here) (adj.)	حاضر
president	رئيس
pretty (adj.)	زين
prevention	وعاية
price (n.)	ثمن
Prime Minister	رئيس الوزرا
probably	وازن
problem	مشكلة

produce (v.)		انتج
project (n.)		مشروع
promise (v.)		وعد
prophet	نبي	رسول
protein		بروتين
prove		برهن
provide (v.)		اعطى
province	ولاية	منطقة
public	ناس	جمهور
pull (v.)		انتره
pump		ابونب
pupil		تلميذي
purpose		هدف
put (v.)		أدير

R

radio	راديو

rain (n.)	سحاب	مطر
raise (v.)		رفد
rake (n.)		رشو
rat		فار
razor		رزوار
razor blade		لنست
reach (v.)		الحق
read (v.)		اقرا
ready (adj.)	حاصل	مستعد
real	صحيح	واقع
realize		افطن
really	حقّ	حقيقة
reason (n.)		سبب
receive		تلقى
record (phonograph)		دسك
red		احمر

refrigerator		فريجيدير
refuse (v.)		امتنع
region; district		منطقة
religion		دين
remain		احن
remember	اتحجل	تذكر
rent (v.)		اكرى
repair fix	عدّل	صلّح
repeat		عل
reply (v.)		جاوب
require	حتّم	وجب على
resemble		يشابه
rest (v.)		استراح
restaurant	رستوران	مطعم
result (n.)		نتيجة
resume (v.)	قص	لخّص

return (v.)	رجع	
rice	مارو	
rich	غني	اسمين في الدنيا
ride (v.)	اركب	
right (correct)	صالح	صحيح
right (direction)	يمين	
rise (v.)	رفع	
river	نهر	
road	طريق	
rock	صخرة	
room	بيت	
rope	حبل	
rub (v.)	امسح	
rug	زربي	
rule, regulation (n.)	قاعدة	
run (v.)	جرى	

rush (v.)		اعجل
S		
sack		اسقيب
safe		ماهو افردر
salad lettuce		سلاط
salt		ملح
same		متشاو
sand	لحص	اتراب
sandals		نعائل
Saturday		يوم السبت
save		إسدد
saucer		قدح
Saudi		سعودي
saw (n.)		قطاعة
say (v.)		قال
say hello		سلّم على

schedule (n.)	تقسيم
school	مدرسة
science	علم
sea	بحر
season (n.)	فصل
seat (n.)	مقعد
second	ثاني
secretary	سكرتير
see (v.)	شاف
seem	شابه
sell	باع
send	أرسل
sentence	جملة
September	سبتمبر
serve (food)	ناول
servant	عبد

service (n.)	عمل	خدمة
set (v.)		جعل
seven		سبعة
seventeen		سبعتعش
seventy		سبعين
several		عدة
sex (n.)		جنس
sexual intercourse		جماع
shall		لاهي
shape (n.)	شكل	حاله
share (v.)	شاطر	قسم
sharp		حاد
shave (v.)		حسن
sheet (bed)		ادرا
sheikh chief		شيخ
ship (n.)		سفينة

shirt		تركي
shoe		نعالة
shop (n.)		بوتيق
shopkeeper		تاجر
short (adj.)		قصير
should (v.)		تال
shoulder		منكب
shovel		ابيل
show (v.)		نعت
shower (n.)	اسحوم	دوش
sick	موجوع	مريض
sickness		مرض
side (n.)	زر	جانب
sign (n.)		رمز
silk		حرير
silver		فضة

simple	بسيط
since	من
sink (kitchen)	لفابو
sing	غنّى
single	عازب
Sir	سيّد
sister	أخت
sit	قعد
sitting room	سالون
six	ستّة
sixteen	ستّعش
sixty	ستّين
size	قامة
skin	جلد
skirt	جوب
sky	سماء

slacks		سروال
sleep (v.)		رقد
slip (v.)		سال
slow (adj.)		رابي
slowly		بشور
small		اسقير
smallpox		جدري
smell (v.)		شمّ
smile (v.)		تبسّم
smoke (v.)		اكمي
so		إذا
soap		صابون
sock		شوست
soft	املس .	عذب
soil (n.)		أرض
sold		مبيوع

soldier		صندري
someone		حد
something		شي
sometimes		مرّة مرّه
son		ولد
song		غناى
soon		قريباً
sorghum		ازرع
sort (n.)		نوع
soul		النّفس
sound (n.)		صوت
south		جنوب
space (n.)	فضاء	مكان
speak		تكلّم
special		خاص
spend		دبّص

sperm		مني
spirit		العقل
spoon		خبّى
spot (n.)		نقطة
spring (season)		ربيع
square		مربع
stamp (postage)		تيمبر
stand (v.)		وقف
star (sky)		نجم
start (begin)	تسنت	ابدا
state (nation)		دولة
station	استاسيون	محطة
stay (remain)	اقنا	أرتب
step (n.)		خطوة
stick (n.)		دبوس
still		مازال

stomach		كرش
stomachache		وجع الكرش
stone (n.)		صخرة
stool (feces)		لمخرج
stop (v.)		وقف
store (n.)		مخزن
storehouse		مخزن
storm (n.)	نو	اسحاب
story		رواية
stove		فرنة
straight		امستقم
strange		غريب
stream (n.)	ابحير	نهر
street	طريق	شارع
strength		قوة
strong	امتين	قوي

study (v.)		درس
success		نجاع
such	مثال	كيف
sudden		بالعجل
sugar		سكّر
suit (clothes)		اتشامير
suitcase		واليس
summer		سيف
sun		شمس
Sunday		يوم الحد
sunset		مغرب
supply (v.)	مدّ	اعطى
suppose		اعتقد
sure (adj.)		إمقرش
surprise (n.)		مفاجأة
sweet (adj.)		حلو

system		نظام

T

table		طابلة
tailor		خيّاط
take (v.)		اقبض
talk (v.)		تكلّم
tall		طويل
tape recorder		مسجلة
taste (v.)		ذاق
teach		قرّ
tea	ورقة	اتاي
teapot		مقرج
tear (rip) (v.)		شقّ
telegram		برق
telephone (n.)		هاتف
television		تلفزيون

tell (v.)		قال ل
ten		عشرة
tent		خيمة
than		عن
thank		شكّر
the		إل
then (so)	ثمّ	اورا ذاك
there		هوك
these		هذو ل
thin (adj.)		إرقيق
thing		شي
think		تخمّم
third		ثلث
thirsty		عطشان
thirty		ثلاثين
this	هذي	هذا

those	ذوك	
though	امع كون	
thought (n.)	تخميمة	
thousand	الف	
thread	ضيط	
three	ثلاثة	
through	نقر	
ticket	تذكرة	
tie (v.)	احزم	
time (clock) (n.)	وقت	زمن
tip (n.)	كري	
tire (n.)	اكراع الواتة	
tired	فتران	
to (towards)	شور	الى
together	فبلد	
tooth	سنّ	

toothache	اوجيع السّنين
toothbrush	بروص
tobacco	منيج
today	اليوم
toe	اصبع الكراع
toilet	كَبينة
tomorrow	الصّبح
too	ممتّي
top (n.)	القمة
touch (v.)	مس
toward	شور
towel	زيق
town	دشرة
toy (n.)	لعبة
trade (v.)	بدّل
train (n.)	قطار

translate	ترجم
travel (v.)	سافر
tree	صدراية
trip (voyage) (n.)	سفر
truck	كميون
true	حقّ
trust (v.)	ودّع
truth	الحقّ
try	حاول
turn (v.)	قلب
twelve	اثنعش
twenty	عشرين
two	اثنين
typewriter	مكينة كتابة مطبعة
U	
umbilical cord	حبل الصرّة

uncle	عمّ
under	تحت
underpants	سلب
understand	فهم
United Nations	الامم المتحدة
university	جامعة
until	إلين
up	فوق
upon	على
upstairs/above	فوق
urine	بول
use (v.)	استعمل
usually	عادةً
uterus	رحم

V

vagina	رحم

valley	سهل	قود	وادي
value (n.)	قيمة		
vegetables	خضار		
very	حتّى		
view (n.)	نظرة	مشوفة	
village	دشرة		
visit (v.)	زار		
vitamins	فيتامين		
voice (n.)	صوت	حس	
volunteer (n.)	متطوع		
W			
wagon	واتة		
wait (v.)	استنا	انتظر	هنا
wake up (v.)	اوعى		
walk (v.)	امشى	اتوالى	اسدّر
wall	حيط		

wallet		كلم	كلب
want (v.)			ابغى
war (n.)	ديقة	فتنة	حرب
warm			دافي
wash (v.)			غسل
watch (v.)			حرص
watch (wrist)		ساية	وقنة
water (n.)			ماء
wave (sea) (n.)			موجة
way (road)			طويق
wear (clothes) (v.)			البس
weather			الجو
Wednesday			يوم الاربعة
weeds			اقليع اربعة
week			اسبوع
weight			وزن

well (water)	حاسي
well, good	زين
west	ساحل
wet	مبلول
what	آش
wheat	قمح
when (question word)	متين
where (question word)	اينتا
whether	لو كان
which (question word)	اينتا
while	محدّن
white	ابيض
who (question word)	مْن
who (relative pronoun)	اللي
whole	كامل
whooping cough	تشق

why (question word)	عليش
wide	واسع
wife	زوجة
will (shall)	لاهي
wind (breeze)	ريح
window	مروبجة
wine	خمر
winter	شتاء
wish (v.)	تمنّى
with	مع
within	نقر
without	بدون
Wolof	والوف
woman	مراء
wonder (v.)	من دري
wonderful	عجيب

wood	حطب	خشب
wool		صوف
word		كلمة
work (v.)	اشتغل	عمل
work;job (n.)	عمل	شغلة
world		عالم
World Bank		البنك الدّولي
worms parasites		دود
worst		الرّديء
worth (v.)		تسوى
would (v.)	يمكن	اغد
wound (n.)		جرح
write (v.)		كتب
wrong (adj.)		غلط

Y

yard (measure)		يارد
year		سنة
yellow		اصفر
yes	نعم	ابدا
Yes! (by God!)		والله
yesterday		يامس
yet		
yoke		اوانيل
you (m.)		انتَ
you (f.)		انتِ
young	شاب	اسقير

Z

zero	سرو	صفر
zipper		

IDIOMS AND EXPRESSIONS

A

All right, OK	ايوا زين طيّب
Anything else?	واش

B

By God!	والله
By the way	قتلك

D

Don't interrupt, let me continue	هنيني شوي
Day after tomorrow (the)	إلنّهار اللى ماهو إلصّبح

E

Excuse me? pardon me?	نعم يا اش قلت

F

From time to time	مرّة مرّة
Fine	زين لا باس معلوم

G

Give me	عطيني الاه
Give me a little more	زيدني شوي
God willing	إن شاء الله
Good-bye	مع السلامة ودعناك الملانا
Good afternoon	مساء الخير
Good morning	صباح الخير.

H

Happy Holiday!	عيد مبارك
Happy New Year!	كلّ عام وانتم بخير
Hello	السّلامُ عليكم اهلا
Here you are, here you go	هاك
Hey __(name)__ !	يا ______
How are you?	ياك لا باس ياك الخير
How do you say that in Hassaniya?	كيف نقول هذا بالحسنيّة
How long have you been ____	كم لك______
How much is this?	باش هذا
How old are you?	كم سنة عندك ؟
How's the weather?	كيف الهوا

I

I can't ______	ما نقدّ
I don't understand	ماني فاهم
I forgot	نسيت
I have a headache	بوجعني راسي
I have a stomach ache	نوجعني كرشي
I'm glad to meet you	تشرّفنا
Isn't that so? It's certainly true.	حقّ
It doesn't work	ما يمشي
It doesn't matter	لا باس

L

Last month	الشّهر الفايت
Last week	الاسبوع الفايت
Last year	العام الفايت
Leave me alone	خلّيني
Like this	بالحال هذا

N

Never mind	لا باس
New Year	راس السّنة
Next month	الشّهر الجاي
Next year	السّنة الجاي
Next week	الاسبوع الجاي

O

Of course	طبعاً		
Okay, all right	ايوا	زين	طيّب
"Our house is your house"	بيتي بيتكم		

P

Pardon me? Excuse me?	نعم
Please	من فضلك

S

Say, tell me, by the way	قتلك	
Slowly	بشور	
Something like this	شي مثل هذا	
Straight ahead	على طول	اقبال

T

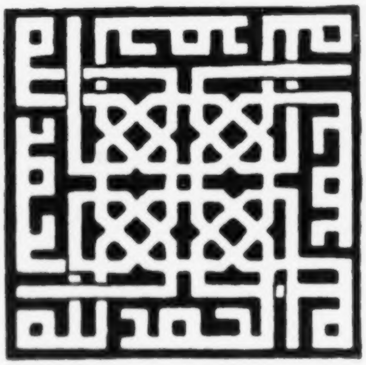
Tell me...	قول لي
Thank you	شكراً
Thank God!	الحمدُ لله
That's all, enough	كافي
There isn't any	ما هو خالق
This is very important	هذا مهم حتّى
To the left	على ايد العسري
To the right	على ايد العربي

W

Wait a bit	هاني شوي
What does that mean?	اش معنى هذا
What time is it?	شنهو الوقت
What's going on? (happening)	سخالق
What's that?	شنهو هذا
What's the news?	اش طاري
What's wrong with you?	مالك ؟
Where is...	منين ؟

Y

Yes	اهيه نعم



Al-ḥamdu l-illāhi: "Praise to God"

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